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ABSTRACT

In accordance with the health education curriculum (K-12) in the Duval County Public Schools, Jacksonville, Florida, this curriculum guide for fifth grade is designed to assist the student in gaining an intelligent understanding of health as a unity of physical, mental, and social well-being. This guide contains a course outline, primary and secondary ideas and learning objectives derived from them, and detailed lesson plans that give information on concepts/skills, tests, estimated teaching times, instructional materials, teaching procedures, evaluation procedures, and enrichment/reinforcement activities. Keys to recommended instructional materials are also provided. Topics dealt with include the human body, families, personal health practices, nutrition, consumer choices, and alcohol. (CMG)

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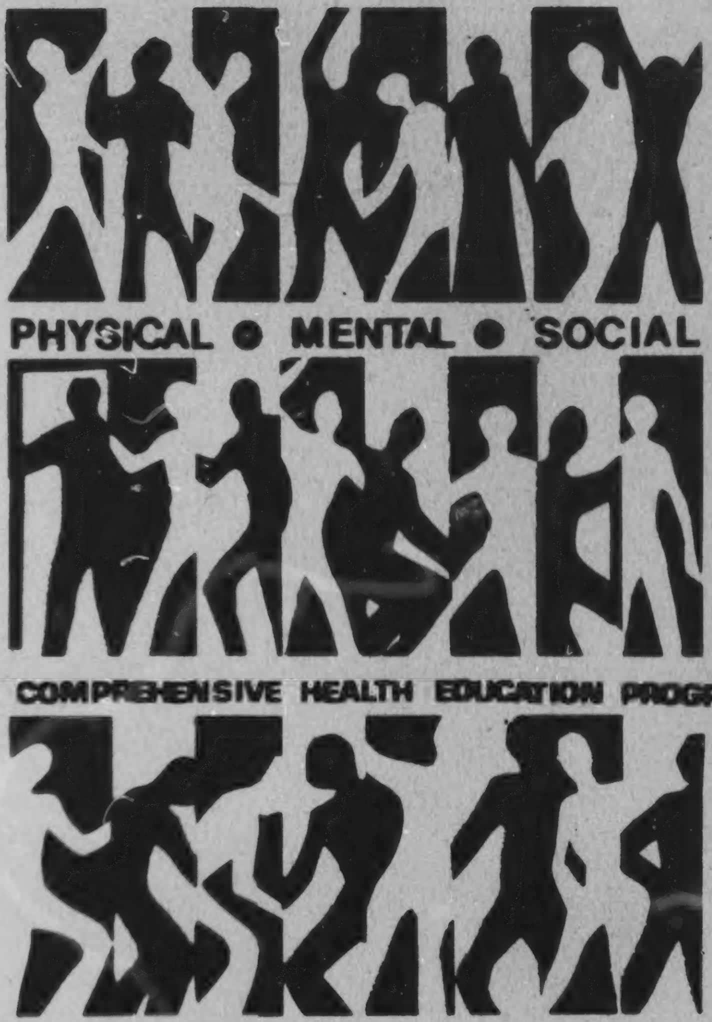

HEALTH

DUVAL COUNTY COMPREHENSIVE HEALTH EDUCATION PROGRAM

GRADE 5

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA
Herb A. Sang, Superintendent

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

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HEALTH EDUCATION CURRICULUM GUIDE

ELEMENTARY SCHOOL

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1981

DUVAL COUNTY SCHOOL BOARD POLICY

Sec. 2-6. Health Education

Proper procedures will be implemented to assure that all students, kindergarten through twelve (12), receive a comprehensive health education program. Students may be exempted for religious reasons without being penalized. The health education curriculum shall include a drug education program as required by the state. Units of instruction regarding human reproduction must be approved by written parental permission two (2) weeks prior to the presentation. Students will be excused from such instruction without penalty with parental request.

Source: 1975 Rules, IJL.

Annotations
Comprehensive Health Education Act of 1973, F.S. 233.067.

INTRODUCTION

The health education curriculum is designed as a comprehensive program (K-12). The curriculum is designed to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well being.

The student should be able to:

(a) Understand himself and others in terms of physical, mental, social, and moral well being.

(b) Apply the scientific approach and critical reasoning to make intelligent decisions concerning individual and community health.

(c) Develop criteria for identifying reliable sources of information regarding health products and services.

(d) Interpret man's relationship to his environment and his use of his environment to attain a better state of health.

The comprehensive health program offers topics at the student's maturity level involving the physical, mental and social aspects of the individual. Course content includes study of interacting growth and development, personal health practices, protection and promotion of health, food selection, utilization of health information, contagious diseases, hazards and accidents, community health and substances that modify mood and behavior (drug education). The program utilizes a variety of teaching techniques in order to influence knowledge, habits, attitudes and values, relating to the favorable decisions about individual, family and community health. To meet individual needs a wide variety of material has been identified in the method/media for each objective.

Health education is an important part of the total elementary, junior and senior high school curriculum. The health education course is required at grade levels K-6 and grade eight. The senior high student has the opportunity to elect health education at grade levels ten, eleven and twelve. All health courses have criterion referenced tests.

Course Outline - Fifth Grade

5 - 1.1	The human body is well-adapted to carry on life functions.	Pages 1-32
5 - 2.1	Families differ widely in their characteristics.	Pages 33-51
5 - 2.2	Certain personal health practices are basic to potential development.	Pages 52-85
5 - 2.3	A well-balanced diet is basic to potential development.	Pages 86 - 92
5 - 2.4	The choices of the consumer will affect his potential development.	Pages 93-119
5 - 2.5	Knowledge of alcohol's affect on physical, mental, and social health is necessary in today's society.	Pages 120-155

GRADE LEVEL: Fifth

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 1.0 The human body has a basic structure and function.

SECONDARY IDEAS	OBJECTIVES
5 - 1.1 The human body is well-adapted to carry on life functions.	Students will demonstrate knowledge that the human body is well adapted to carry on life functions by doing the following: 5 - 1.1.1 describe how the brain and five senses work together; 5 - 1.1.2 identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous; and 5 - 1.1.3 identify the functions of the skin, hair, and nails.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Brain/Five Senses	5.C.2	45 minutes

OBJECTIVE 5 - 1.1.1 Describe how the brain and five senses work together.

INSTRUCTIONAL MATERIALS:

J. B. Richmond et al, You and Your Health: 5 (Glenview, Illinois: Scott, Foresman and Company, 1977.) pp. 68-75.

Transparency: "Brain" (Master included)

SUPPLEMENTARY:

Film: Gateway to the Mind, (Duval County School Board Film Library)

PROCEDURES:

The brain is a fantastic organ that controls all of our body functions. Without the brain working together with our sense organs we would not be able to see, hear, taste, feel, or smell.

The brain has three main parts: the cerebrum, the cerebellum, and the brain stem. The brain stem is connected to your spinal cord and each part of the brain is connected by nerves with all other parts.

The cerebrum is the biggest part of the brain and is divided into two parts. If we look at the transparency, we can see the different parts of the human brain, and compare the cerebrum to the other parts. The cerebrum has centers for messages of hearing, seeing, touching, tasting, and smelling.

There is a special center for each of the five senses in both halves of the cerebrum. When messages are received in these centers, the brain interprets them and decides what action to take.

Read in your textbook from page 68 to the bottom of page 75. When you have finished reading, we will talk about what makes your brain so amazing.

Use the following questions to stimulate discussion after the students have finished reading.

What are some activities you can do because you have a brain?
Who was the man that first realized the brain and five senses worked together?
What are the three main parts of the brain?
About how old will you be when your brain stops growing?
What is the value of the nerves that connect one part of the brain with another brain area?
Why would an injury to the cerebrum be harmful?

OBJECTIVE 5 - 1.1.1

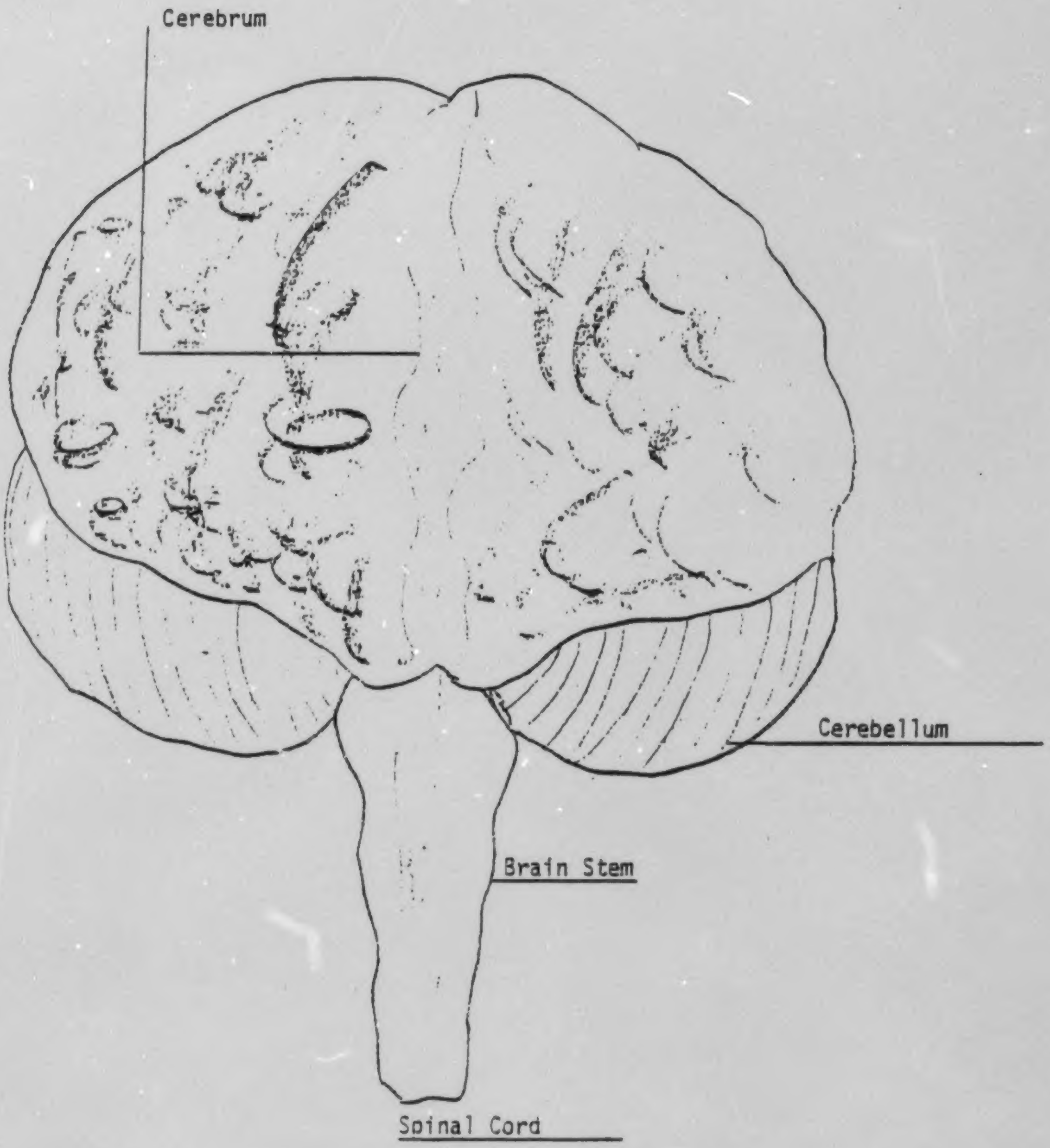
EVALUATION:

Teacher judgment of student's written description of how the brain and five senses work together.

ENRICHMENT/REINFORCEMENT:

Have students view the film Gateway to the Mind to get additional information about the workings of the brain and five senses.

THE BRAIN (front view)



LESSON PLANS

CONCEPT/SKILL Body Systems	TEST IMS 5.C.2, 5.C.9	ESTIMATED TIME Two 45-minute periods

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Kit: A.J. Nystrom and Company, Supermachine. (available in your media center)
Teacher's Guide
Human Torso Model
Cassette: "Introduction"
Activity Sheets 1, 2, and 3 (Make a copy for each student.)

PROCEDURES:

Today we are going to begin a series of lessons about five of our body systems, their main organs, and functions. We will go over the body systems during our class periods. When you have free time, I want you to go to the learning center and work with the Supermachine. You may go with one other person. Listen to the tape for each system and practice identifying the parts placing them in their proper position on the model. You are not expected to remember all the parts and information provided on the tape.

We will begin our study by listening to an introductory lesson that will tell us how to take the model apart and put it back together again.

Follow directions as presented in Teacher's Guide, pages four and five.

EVALUATION:

Posttest will be administered at the end of this unit.

ENRICHMENT/REINFORCEMENT:

Obtain a sheet of thin foam rubber or a soft cloth to represent the diaphragm. Use the material to separate the thoracic cavity from the abdominal cavity by inserting it between the proper organs in the Human Torso Model. Compare the separation you made in the model with the separation shown in the illustration on Activity Sheet three. Are they the same?

LESSON PLANS

CONCEPT/SKILL Skeletal System	TEST IMS 5.S.5, 5.C.2, 5.C.9	ESTIMATED TIME 45 minutes

OBJECTIVE5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Kit: A.J. Nystrom and Company, Supermachine. (available in your media center)
Teacher's Guide
Human Torso Model
Cassette: "Skeleton"
Activity Sheets 20 and 21 (Make a copy for each student.)

PROCEDURES:

Follow directions as presented in Teacher's Guide, pages 5 and 6.

EVALUATION:

Posttest will be administered at the end of this unit.

ENRICHMENT/REINFORCEMENT:

Obtain some bones from a butcher shop. Examine one of the bones. Is it the same all over? Saw one of the bones in half. Is it the same inside as on the outside? Scrape some of the material from inside the bone and examine it. If you have a microscope, place some of the material on a slide. Use the microscope to observe it. What do you find?

Obtain a chicken wing. Look for the movable joints of the wing. Can you find the muscles that move the parts of the wing? Carefully remove the skin and muscles from the wing. Examine the joints. Determine how the bones are held together in the joints. Are the ends of the bones in these joints all held together in the same way?

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Skeletal System	5.C.2, 5.C.9	45 minutes

OBJECTIVES - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Society For Visual Education, Inc., The Human Body, Filmstrip: "Bones and Muscles."

PROCEDURES:

The bones and muscles work together to make up the skeletal system. The skeletal system makes up the framework of your body from the top of your head down to your feet.

Your skeletal system has more than 200 bones and 600 muscles working together to give your body structure. The skeleton is sometimes called "a masterpiece of design."

We are going to watch a filmstrip that will give us additional information about our bones and muscles.

After viewing the filmstrip, use the following questions to stimulate discussion.

Why is the skull important?
Can you feel your rib cage?
What are bones mostly made of?
What foods help bones grow?
To what are muscles attached?
How would you describe the spine?
What is the only bone in the skull that can move?

EVALUATION:

Have students explain in writing the importance and the function of the skeletal system.

ENRICHMENT/REINFORCEMENT:

Obtain several pictures of the large cranes used in digging coal or ore from the ground. Examine the crane closely. Compare your arm with the crane. In what ways is your arm like the crane? How is it different?

CONCEPT/SKILL	TEST	ESTIMATED TIME
Skeletal System	5.C.2	45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organ body systems: respiratory, digestive, circulatory, skeletal and nervous

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study Concept I, Level II-A, "Transparency N." (Master include, set available in your media center.)

PROCEDURES:

Show the transparency and use suggested questions to stimulate discussion.

What makes up the skeletal system?
What are some of the functions the skeletal system performs?
Why is the skeletal system mobile?
How does the skeletal system aid your blood supply?

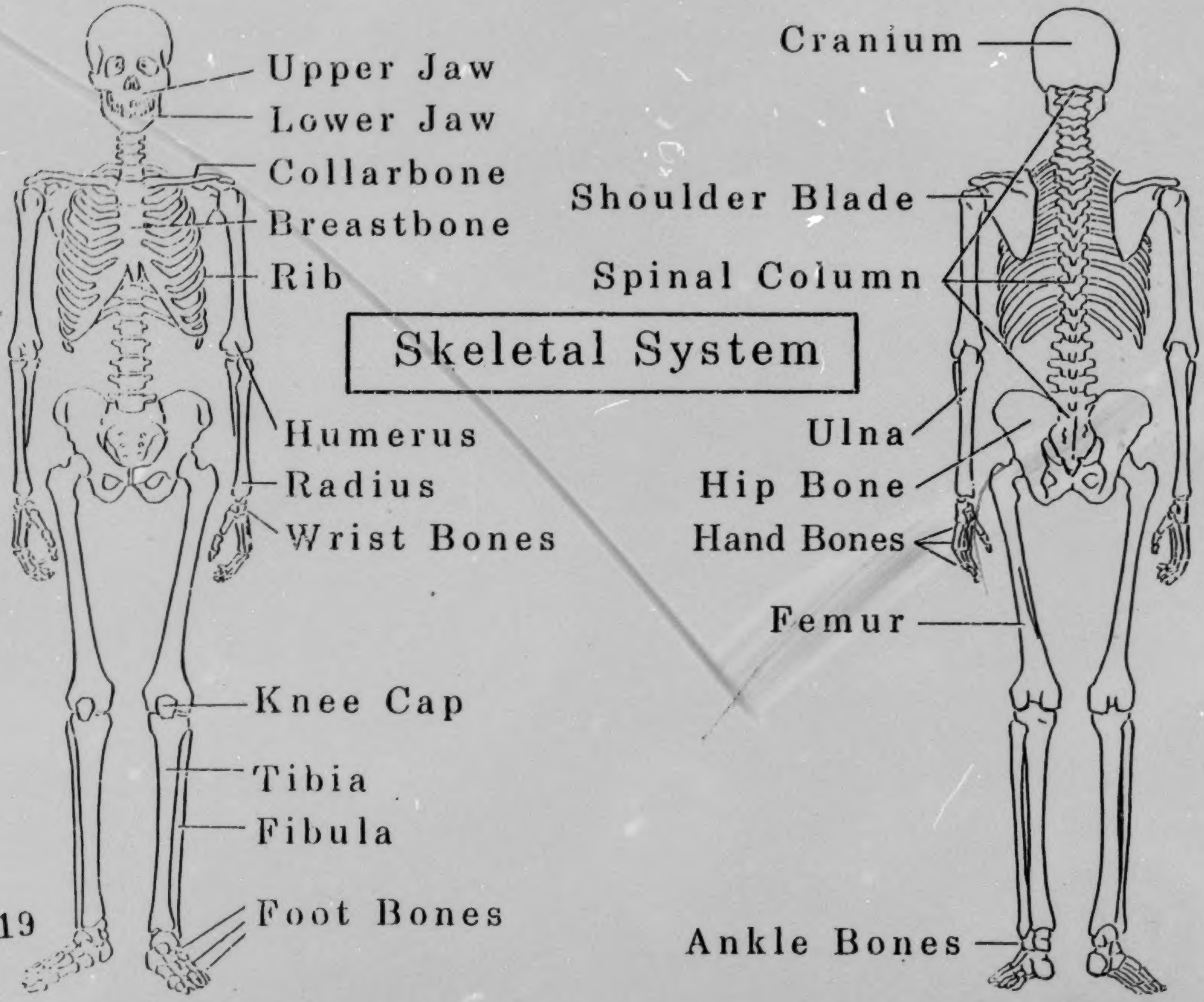
EVALUATION:

Have students explain in writing two functions of the skeletal system.

ENRICHMENT/REINFORCEMENT:

Have students research to find how broken bones mend.

Skeletal System



Objective 5 - 1.1.2 Transparency N

LESSON PLANS

CONCEPT/SKILL Nervous System	TEST IMS 5.S.5, 5.C.2	ESTIMATED TIME 45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Kit: A.J. Nystrom and Company, Supermachine. (available in your media center)
Teacher's Guide
Human Torso Model
Cassette: "Nervous System"
Activity Sheets 14, 16, and 17 (Make a copy for each student.)

PROCEDURES:

Follow directions as presented in Teacher's Guide, pages five and six.

EVALUATION:

Posttest will be administered at the end of this unit.

ENRICHMENT/REINFORCEMENT:

Obtain an X-ray photograph of the brain. Compare what is seen of the brain in the X-ray photograph with what is seen on the removable part of the brain from the Human Torso.

Add water to a large glass pitcher until it is half full. Mark on the outside of the pitcher with a grease pencil the level of the water. Carefully place the removable part of the brain from the Human Torso Model into the water. Hold it under the water with one or two fingers. Then mark the water level again with the grease pencil. Remove the brain from the pitcher. How much space does the brain take up?

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Nervous System	5.C.2, 5.C.9	45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Society For Visual Education, Inc., The Human Body.
Filmstrip: "The Nervous System."

PROCEDURES:

Nature's most highly developed organ system is the human nervous system. The main organ of this system, the brain, is far superior to the brain of any other other organism.

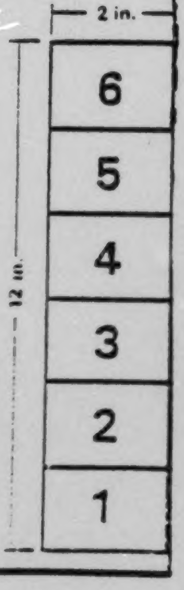
We are going to watch a filmstrip which will give us additional information about the nervous system and it's major parts.

Review filmstrip by using the following questions to stimulate discussion.
- Name the main parts of the nervous system.
- How many main parts does the brain have?
- Why is the medulla oblongata like a telephone switchboard?
- What is coordination?
- Which part of the brain controls coordination?
- Why is the spinal cord important?

EVALUATION:

Have students list the main parts of the nervous system.

ENRICHMENT/REINFORCEMENT:



To test reaction time, make a timer. Cut a 2"x12" strip of tagboard. Measure and mark off two-inch segments along the length of the tagboard on both edges. Connect the opposite marks. (See the diagram.) Write the numerals on the timer as shown.

To test reaction time, you'll need to work with a partner. One person holds his thumb and index finger about one inch apart in front of himself at about waist level. A second person grasps the timer near the numeral six and holds it so the bottom of the timer is one inch above the extended thumb and finger of the first person, who watches the timer. When the second person releases the timer, the first person tries to catch the timer as quickly as he can. The object is to grasp the timer at the lowest numeral possible.

OBJECTIVE 5 - 1.1.2

This activity provides some idea of how long it takes for the eyes to send a message to the cerebrum and for a message to be sent via nerves to the person's arm muscles directing them to function in order to grab the timer.

Remember where (at which numeral) you or your partner caught the timer the first time. Practice to see if you can improve your reaction time.

LESSON PLANS

CONCEPT/SKILL Nervous System	TEST IMS 5.C.2., 5.C.9	ESTIMATED TIME 45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study Concept 1, Level II-A, "Transparency Q." (Master included, set available in your media center. Make a copy for each student.)

PROCEDURES:

Show transparency and use suggested questions to stimulate discussion.
What are the three main parts of the nervous system?
What is the nerve message center of the body?
How many nerves do you think you have in your nervous system?

EVALUATION:

Give each student a copy of the nervous system transparency and have them label the three main parts.

ENRICHMENT/REINFORCEMENT:

Have the students choose a partner for this activity. Have one person close their eyes or use a blindfold. The other person should use two unsharpened pencils. Hold the pencils close together and touch the tip of the fingers, back of hands, neck, cheek, and in the area of the spinal column. Move pencils apart until they are recognizable as two on each of the body areas.

The is the approximate distance between the nerve endings, which sends the messages to the brain. Record the distance betweeen nerve endings on all the above mentioned areas. How do they compare?

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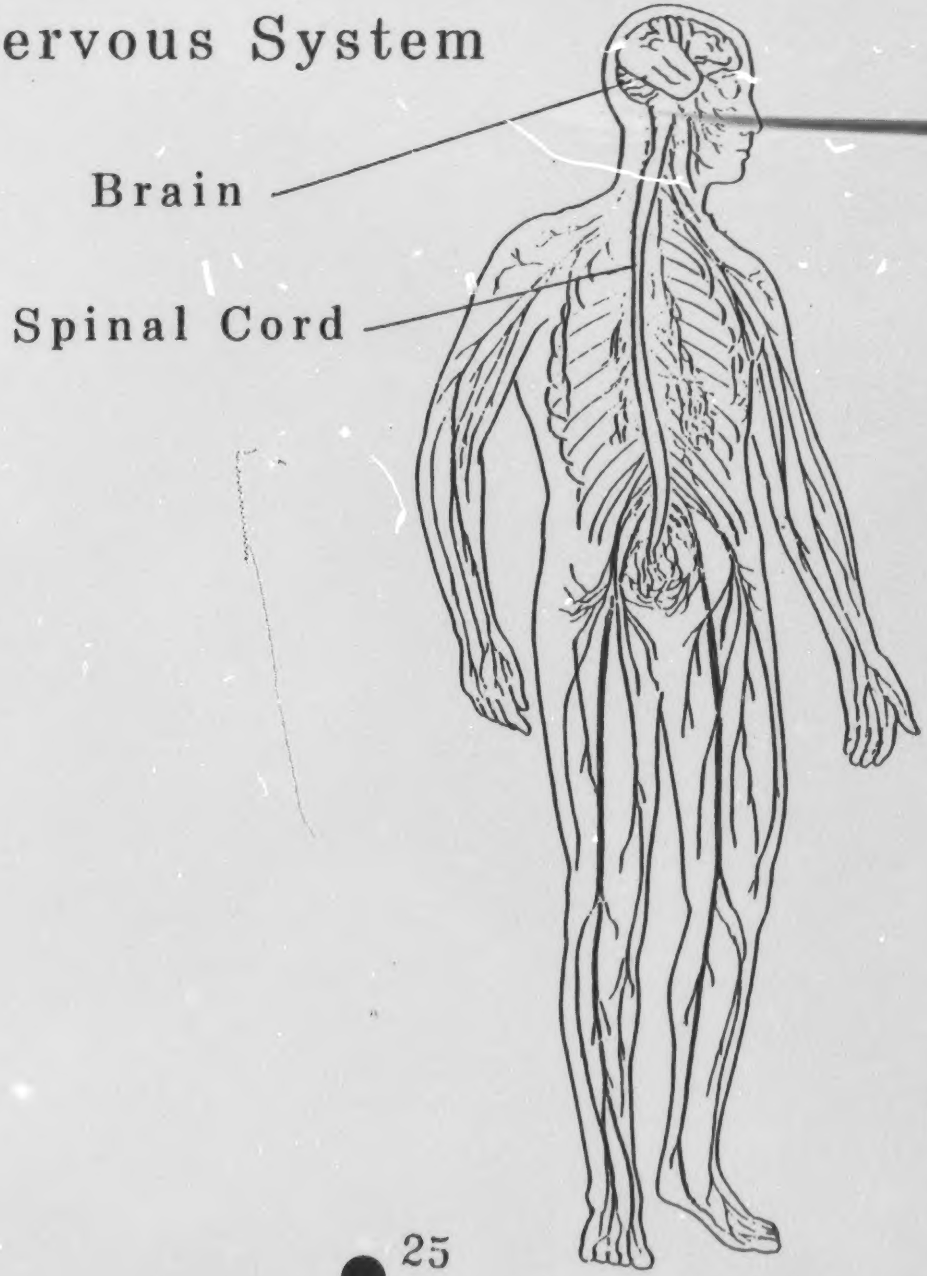
Objective 5 - 1.1.2 Transparency 0

Nervous System



LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Circulatory System	5.C.5, 5.C.2, 5.C.9	45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Kit: A.J. Nystrom and Company, Supermachine. (available in your media center
Teacher's Guide
Human Torso Model
Cassette: "Circulation"
Activity Sheets 7, 8, 9, 10, and 11. (Make a copy for each student.)

PROCEDURES:

Follow directions as presented in Teacher's Guide, pages seven and eight.

EVALUATION:

Posttest will be administered at the end of this unit.

ENRICHMENT/REINFORCEMENT:

Obtain hearts from a chicken, lamb, pig, fish or other animal. Look for and identify the structures. Compare the size and weight of each heart to the size and weight of the human heart.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Circulatory System	5.C.2, 5.C.9	45 minutes

OBJECTIVE

5 - 1.1.2 Identify the main organs and function of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Society For Visual Education, The Human Body.
Filmstrip: "Blood Vessels and the Heart."
Activity Sheet: "Your Heart is just about the strongest part of your body"
(Master included, make a copy for each student)
Resource Booklet: "About Your Heart and Your Bloodstream"
(copies provided by the American Heart Association)

PROCEDURE:

The circulatory system is made up of the heart, the blood vessels, and the blood. This system has the special job of moving blood around and throughout your body. This circulating blood carries food materials and oxygen to all your cells. The cells use these substances to produce heat and energy. Meanwhile, wastes from the cells are also being carried away by the blood.

Our filmstrip today is about blood, blood vessels, and the heart. We will discuss the filmstrip after you watch it.

Use the following questions to stimulate discussion.
What is the function of a red corpuscle?
What is the function of the white corpuscle?
Why is some blood red and some blood more purplish in color?
How is the heart like a pump?
What color is the blood in the lungs and why?
What are the smallest blood vessels called?

EVALUATION:

Have students write a statement of at least two sentences explaining how the heart is like a pump.

OBJECTIVE 5 - 1.1.2

ENRICHMENT/REINFORCEMENT:

Some reference books say an average heart weighs 10 ounces (about 280 grams). Use a scale to weigh different objects and select several having approximately the same weight as the heart. Your heart is about the same size as your clenched fist. Lay your clenched fist next to the items you have weighed and selected. Compare the space your fist takes up with that taken up by each of the objects. What differences do you observe?

Distribute activity sheet "Your heart is just about the strongest part of your body" and have students follow directions to trace the flow of the blood through the heart.

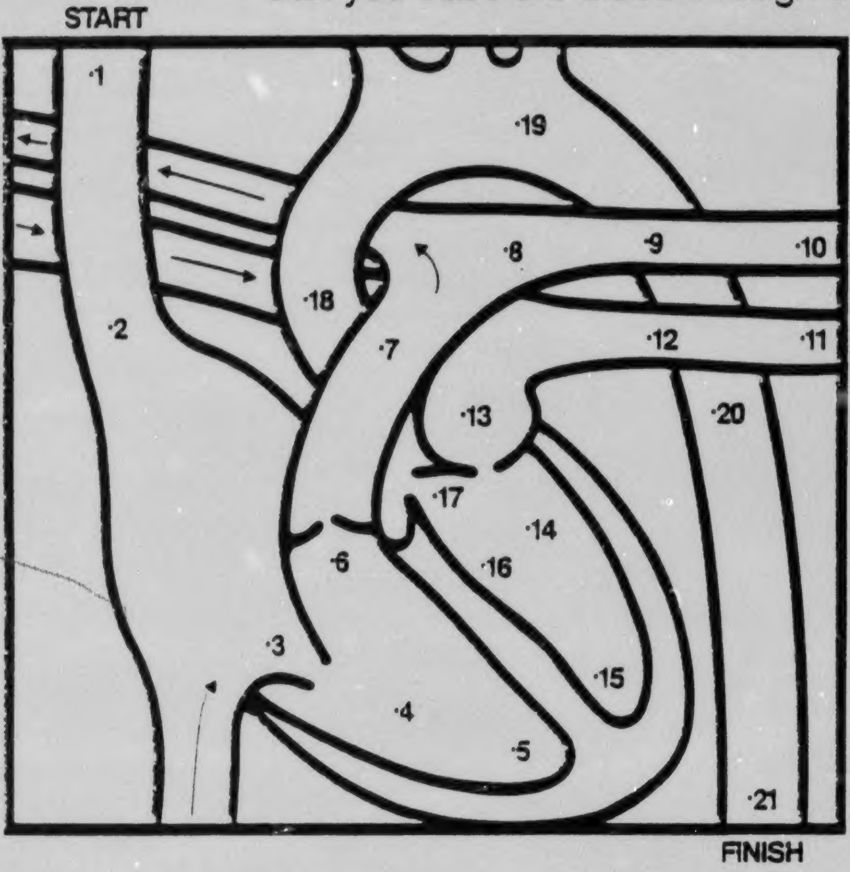
Select activities from resource booklet "About Your Heart and Your Bloodstream" to reinforce lesson.

Objective 5 - 1.1.2 Activity Sheet

Your heart is just about the strongest part of your body.

Your heart does a big job. It pumps blood through your body. The blood also flows through the heart.

Can you trace the blood through the heart?



Blood that has been "used" by the body is a bluish-red because the oxygen has been "used." Take your blue crayon or pencil to connect numbers 1 through 10.

The lungs give the blood oxygen. When the blood comes back from the lungs, it is bright red. Use your red crayon or pencil to connect numbers 11 through 21.

The blood is now ready to take food and oxygen to all parts of the body.

American Heart Association

56-004-A
7-31-500M

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Circulatory System	5.C.2	45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 1 Level II-A "Transparencies I, R, S." (Masters included, set available in your media center.)
Crossword Puzzle: "Your Heart and How It Works" (copies provided by the American Heart Association)

PROCEDURE:

Show transparencies and use suggested questions to stimulate discussion.

Transparency I
What are the blood vessels connected to the heart called?
Where do the blood vessels enter the heart:
About how large is the human Heart?

Transparencies R and S
What are the main components of the circulatory system/
Where do veins carry the blood?
Where do arteries carry the blood?

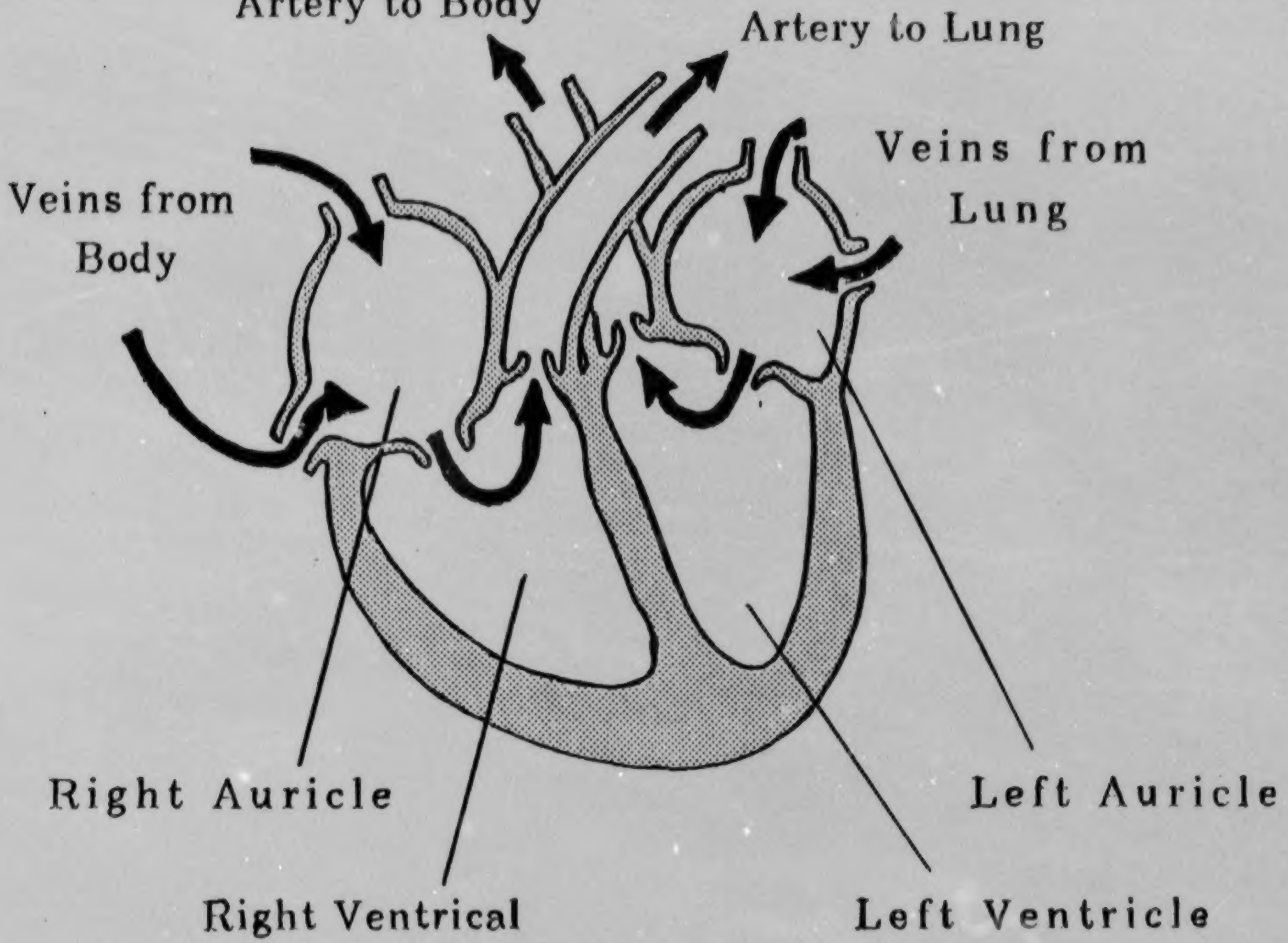
EVALUATION:

Research how long it takes for the blood to circulate from the heart through the body and back.

Research to find why arterial blood is redder than blood in most veins.

Distribute copies of the crossword puzzle "Your Heart and How It Works" and have students fill in the blanks using information on the front side as a resource.

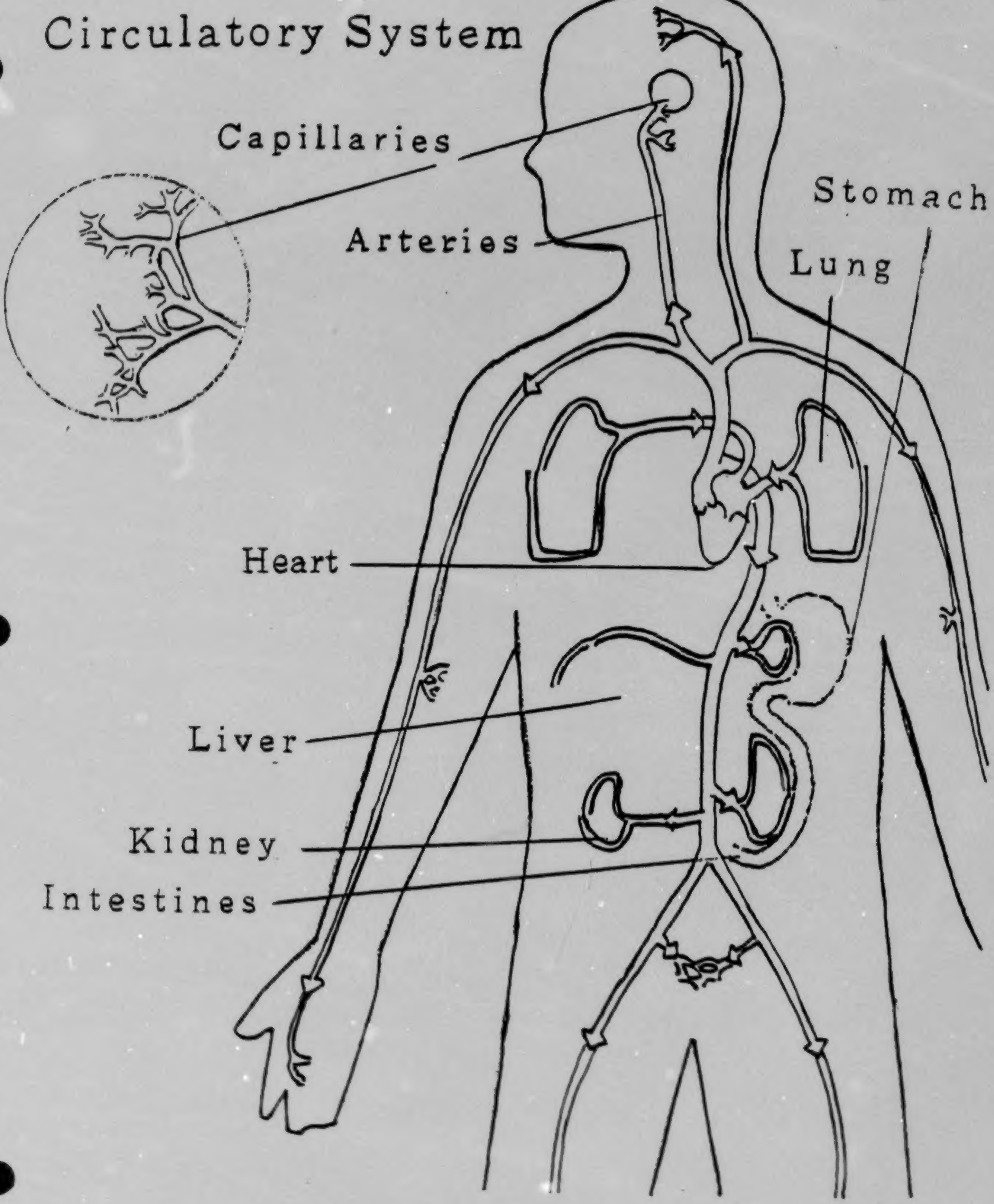
Heart



Objective 5 - 1.1.2 Transparency I

Objective 5 - 1.1.2 Transparency R

Circulatory System



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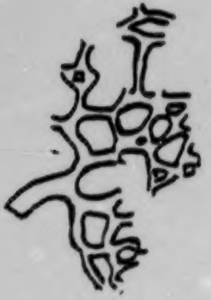
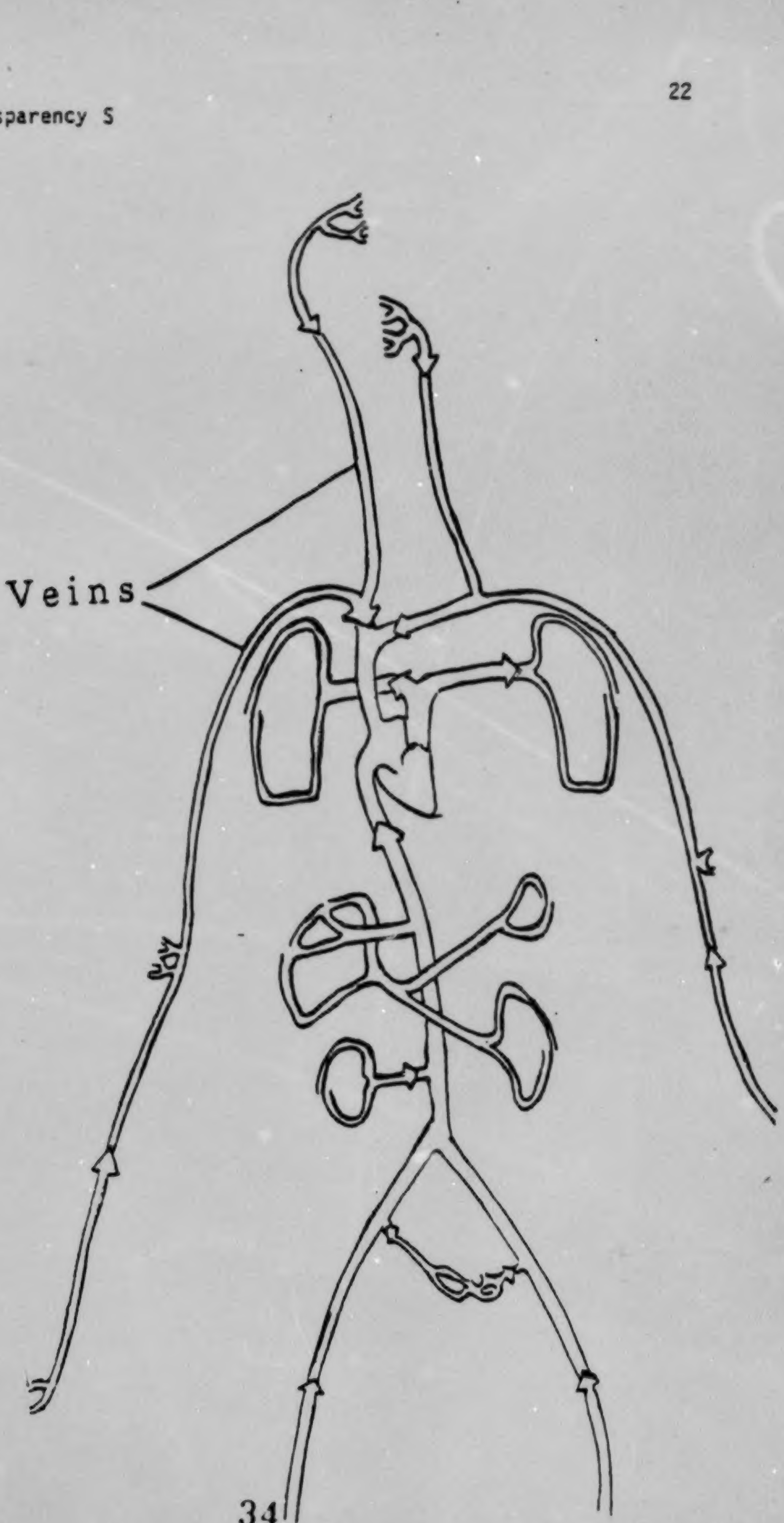




LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Respiratory System	5.C.2, 5.C.9	45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Kit: A.J. Nystrom and Company, Supermachine. (available in your media center)
Teacher's Guide
Human Torso Model
Cassette: "Respiration"
Activity Sheets 4, 5, and 6 (Make a copy for each student.)

PROCEDURES:

Follow directions as presented in Teacher's Guide, pages five and six.

EVALUATION:

Posttest will be administered at the end of this unit.

ENRICHMENT/REINFORCEMENT:

Trace on the Human Torso the path air would take from the mouth to the lungs. How does this path differ from the path of air through the nose to the lungs? In what ways is air changed as it passes the structures in the nose?

CONCEPT/SKILL Respiratory System	**TEST** IMS 5.C.2	**ESTIMATED TIME** 45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Society For Visual Education, Inc., The Human Body.
Filmstrip: "The Respiratory System."

PROCEDURES:

The respiratory system has five major functions. They are to:
- transport oxygen into the body;
- transport carbon dioxide out of the body;
- filter out particles in the air that enters the body;
- help produce the sounds used in speech; and
- assist in the sense of smell.

We are going to watch a filmstrip that will give us more information about the respiratory system.

After viewing the filmstrip, use the following questions to stimulate discussion.
- What does respiration mean?
- What are the two ways that air can get into the body?
- What keeps food from entering the lungs?
- What is the diaphragm?
- How do humans make sounds?

EVALUATION:

Have students identify in writing at least three of the five functions of the respiratory system.

ENRICHMENT/REINFORCEMENT:

Have students research to find the differences between external respiration, internal respiration, and cellular respiration.

LESSON PLANS

CONCEPT/SKILL Respiratory System	TEST IMS 5.C.2., 5.C.8.	ESTIMATED TIME 45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, Health Networks, Health News, (available in your media center)
Filmstrip: "Health News."
Anatomy poster
Activity Sheets 3 and 5 (Make a copy for each student.)

PROCEDURES:

Introduce filmstrip with the following:
Ask students to concentrate on their breathing.
What happens when you breathe in?
When you breathe out?
Can anyone breathe without the ribs moving?
Ask the students to feel their windpipe (trachea).
What is it for?
How does it feel?
Does anyone know where air goes after it has passed through the windpipe?

Show the filmstrip.

While the filmstrip is still fresh in the students' minds, use the poster to trace the events involved in one complete breath. Ask the students to breathe in and feel the air sweeping through their noses. Remind them that the nose and throat are designed to moisten, warm, and clean the air before it gets to the lungs.

Show on the poster how air goes from the nose to the trachea and into the bronchial tubes. These connect with the tiny air sacs inside the lungs that are called alveoli. Capillaries line the alveoli. Oxygen passes from the alveoli into capillaries. Carbon dioxide passes from the capillaries into the aveoli.

Ask how smoking cigarettes interferes with normal workings of the respiratory system.

OBJECTIVE 5 - 1.1.2

Have the students take another deep breath and feel their ribs move up and down. Point out the diaphragm on the poster. Explain that it is a muscle between the chest and the abdomen. When the diaphragm moves down, the lungs fill with air and the ribs move up and out. When the diaphragm moves up, air is forced out of the lungs and the ribs move down.

EVALUATION:

Use suggested questions to stimulate a follow-up discussion of the filmstrip.

What two gasses are involved when your respiratory system breathes in and out?

What organ gets most of the action when it comes to breathing?

Red blood cells carry the oxygen through the lungs to what other major organ?

ENRICHMENT/REINFORCEMENT:

Give each student a copy of "Make a Model Lung." Have students follow the given directions and write their observations.

Pass out the "Respiratory System Crossword Puzzle." Ask students to write the appropriate word in the blanks of the clue phrases as well as in the puzzle boxes.

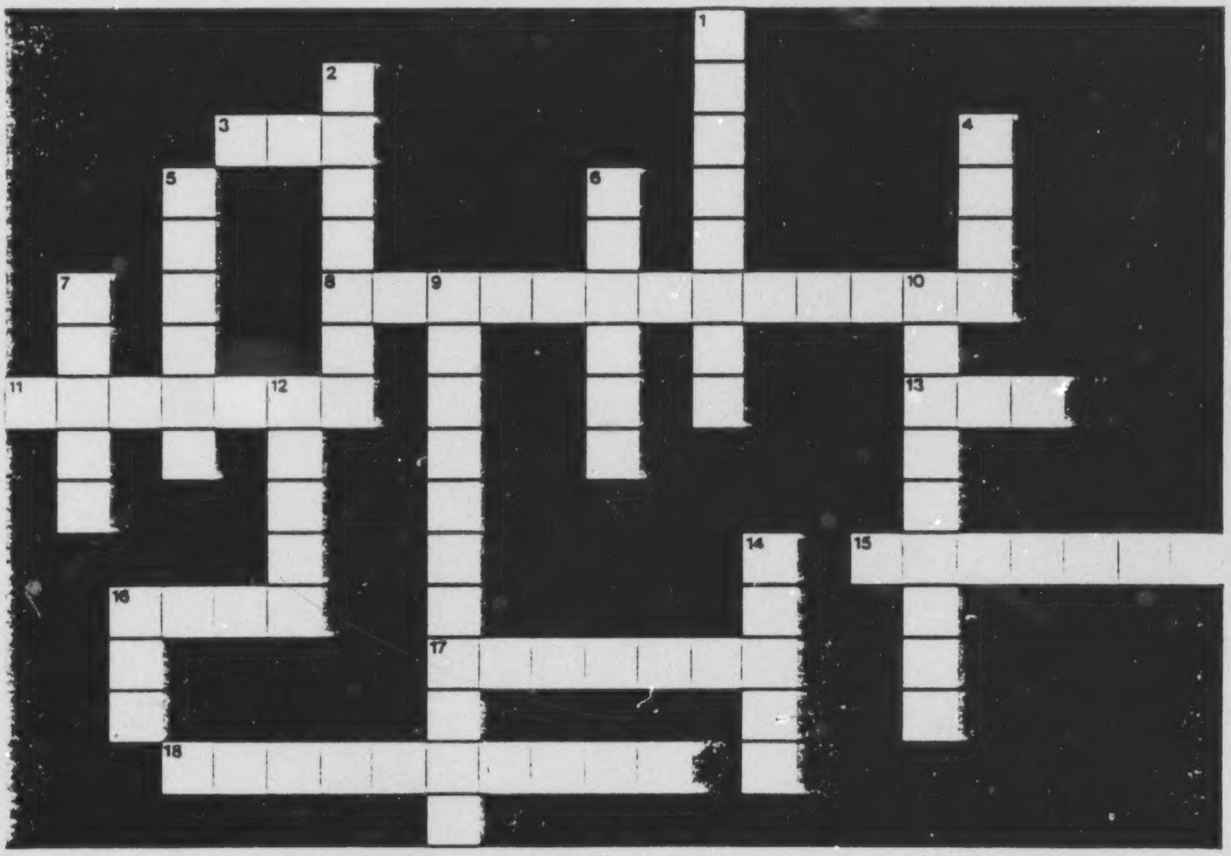
Use other activities from the Health News Kit.

DOWN

1. Lung ____ is the amount of air your lungs can hold.
2. The trachea branches into two ____ .
4. Hairs in the ____ filter dirt from the air we breathe.
5. The gas in the air that is absorbed by the blood is ____ .
6. ____ cells keep normal cells from working properly.
7. Your ____ rate tells you how fast your heart is beating.
9. The name for the process in which the body takes in and uses oxygen and gets rid of carbon dioxide are the ____ .
10. The muscle that causes the lungs to fill with air and then to send it out is the ____ .
12. The spongy organs in the chest where the blood absorbs oxygen and gets rid of carbon dioxide are the ____ .
14. The ____ pumps blood through the body.
16. The ____ blood cells are special parts of the blood that absorb oxygen.

ACROSS

3. ____ is a substance in cigarette smoke that causes cancer.
8. A waste that each cell in the body has to get rid of is ____ ____ .
11. The air sacs in the lungs are called ____ .
13. ____ is a substance that is all around us, but we can't touch, see, or taste it.
15. To inhale and exhale is to ____ .
16. The bones that move up and down when we breathe are the ____ .
17. The tube that leads from the nasal passages down to the chest is the ____ .
18. The ____ closes when a person swallows so that food will not go down the trachea.



5

MAKE A MODEL LUNG

Objective 5 - 1.1.2 Activity Sheet 5

REPRO 28
MASTER 5

YOU WILL NEED:

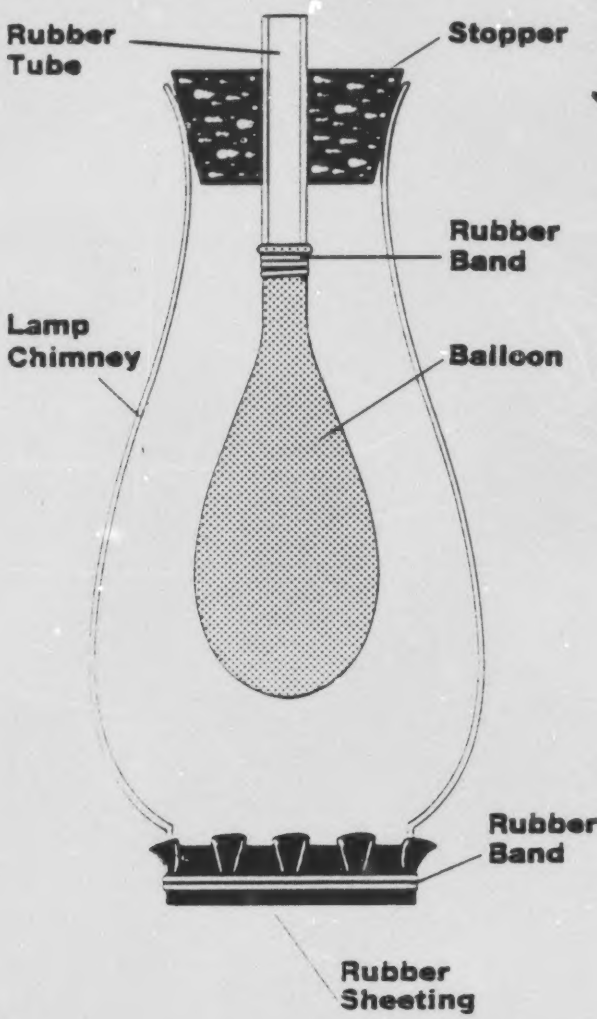
a one-hole stopper
a rubber tube
a lamp chimney
a balloon
rubber sheeting
rubber bands

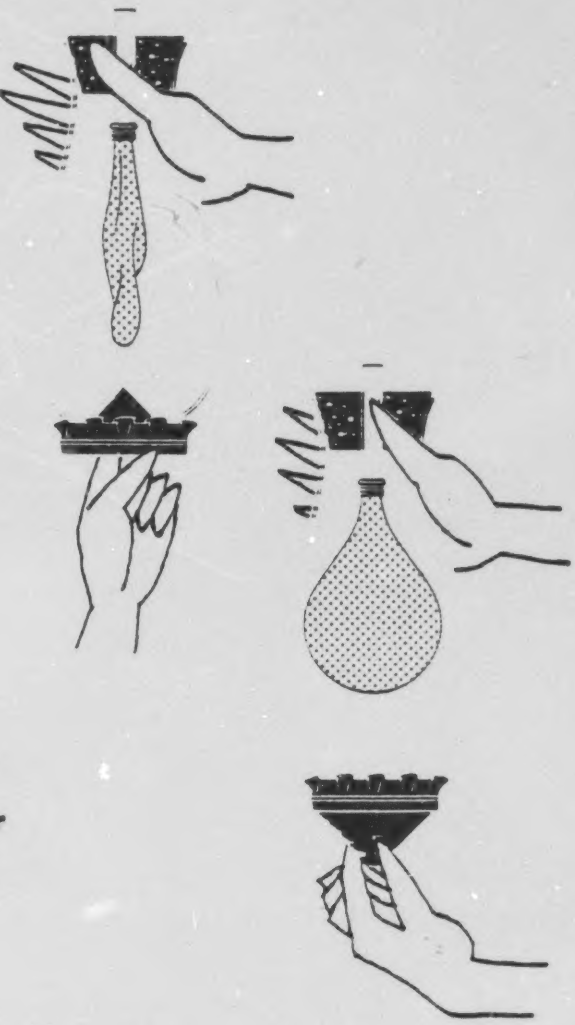
WHAT TO DO:

Using a rubber band, attach the balloon over the end of the rubber tube.
Push the tube through the stopper.
Put the stopper into the small end of the chimney.
Stretch the rubber sheeting over the other end of the lamp chimney and secure it with a rubber band.
Slowly pull the rubber sheeting down. Then slowly release it.

MAKE YOUR OBSERVATIONS:

What happens to the balloon when the rubber sheeting is pulled? When it is released?
Use your model to explain to a friend how the lungs inflate when the diaphragm goes down.





LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Digestive System	5.S.5., 5.C.2	45 minutes

OBJECTIVES - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Kit: A.J. Nystrom and Company, Supermachine. (available in your media center)
- Teacher's Guide
- Human Torso Model
- Cassette: "Digestion"
- Activity Sheets 12 and 13 (Make a copy for each student.)

PROCEDURES:

Follow directions as presented in Teacher's Guide, pages five and six.

EVALUATION:

Posttest will be administered at the end of the unit.

ENRICHMENT/REINFORCEMENT:

Describe briefly three of the many changes that occur in solid food as it is eaten and moves through the body.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Digestive System	5.C.2	45 minutes

OBJECTIVE 5 - 1.1.2 Identify the main organs and functions of the following five body systems: respiratory, digestive, circulatory, skeletal, and nervous.

INSTRUCTIONAL MATERIALS:

Filmstrip Series, Society For Visual Education, The Nutrition Connection.
Filmstrip: "The Digestion Question" (available in your media center)

PROCEDURE:

Today you will see a filmstrip on the digestive system and how it works. We know that the digestive system is very important in keeping our body working properly. As you watch the filmstrip, keep in mind the different organs that aid in the digestive process.

Use the following questions to stimulate discussion after the filmstrip.
What does digest mean?
How do the mouth, teeth, and tongue participate in digestion?
What do the pancreas and the liver contribute to digestion?
How do nutrients in the small intestine enter the bloodstream?
Of what are the walls of the stomach mostly composed?
Where do the parts of food go that can't be digested?

EVALUATION:

Have students explain in writing the function of the digestive system and identify five organs involved in the digestive process.

ENRICHMENT/REINFORCEMENT:

To demonstrate how food passes through the esophagus, place a bead inside a soda straw. Make sure the bead fits snugly. Hold the straw in a vertical position with the bead at the lower end. Squeeze the straw below the bead. What happens?

Select other activities from teacher's guide, The Nutrition Connection, for students to complete that reinforce filmstrip concepts.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Skin, Hair, & Nails	5.C.2, 5.C.9	45 minutes

OBJECTIVE 5 - 1.1.3 Discuss the functions of the skin, hair, and nails.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Guidance Associates, Your Body and How To Care For It.
Filmstrip: "Skin and Hair" (Part 1).

PROCEDURES:

We know that our skin, hair, and nails are a normal part of our body, but do we realize why we really have them?

There are three important functions of the skin:
it regulates the heat of the body;
it contains the nerves of feeling; and
it protects the inside of the body from germs and injury.

The normal temperature of the body is 98.6° F. The skin regulates this temperature. When the body is hot, the tiny blood vessels in the skin dilate so that more blood can be brought to the surface to be cooled. In cold weather the blood vessels contract and prevent rapid cooling.

Perspiration also helps to control the temperature of the body. Sweat collects rapidly on the skin in hot weather, and evaporation of the sweat cools the body. In cold weather we do not perspire so freely.

One of the dangers of skin injuries is that germs can enter the body through openings made by the injuries. Thorough cleaning and the use of antiseptics on minor injuries will help to prevent infections.

The nails protect the nerves and sensitive endings of your fingers and toes. They must be trimmed often because they continue to grow. Fingernails should be shaped and rounded. Toenails should be trimmed straight across to avoid having ingrown toenails.

Besides beauty, our hair protects us from heat and other elements of nature. The hair in our ears and nose acts as a filtering system to keep out foreign particles.

We are going to watch a filmstrip that will give us some information about the functions of the skin, hair, and nails.

OBJECTIVE 5 - 1.1.3

After the filmstrip use the following questions to stimulate discussion.
What would happen if our skin were not nature proof?
Is the hair that we see dead or alive?
How are hair and nails alike?

EVALUATION:

Have students describe in writing the function of the skin, hair, and nails.

ENRICHMENT/REINFORCEMENT:

Research to find different occupations associated with skin, hair, and nails.

GRADE LEVEL: Fifth

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
5 - 2.1 Families differ widely in their characteristics.	Given proper materials and directions, students will do the following: 5 - 2.1.1 identify the genes as the determining factor for traits; 5 - 2.1.2 describe how families differ in providing physical needs; 5 - 2.1.3 identify how families differ in meeting emotional needs; 5 - 2.1.4 describe how individual responsibilities differ among families.

LESSON PLANS

CONCEPT/SKILL	TEST	ESTIMATED TIME
Genes	5.C.8, 5.C.9, 5.S.5	Two 45-minute periods

OBJECTIVE 5 - 2.1.1 Identify the genes as the determining factor for traits.

INSTRUCTIONAL MATERIALS:

Transparencies A, B, and C (masters included)
Two bags dried red beans
Two bags dried white beans
Bowls or containers (one for each pair of students)
Chart placed on chalkboard (sample included)

PROCEDURES:

Transparency A

We know that our body is made up of millions of cells. Inside the nucleus of most cells are 46 thread like parts called chromosomes. These chromosomes are divided into smaller parts called genes.

Each of your genes is related to a particular trait you possess, such as the color of your skin, eyes, and hair, and the shape of your nose. Genes, come in pairs, with one of each pair coming from your father and one from your mother.

Transparency B

If we look at Figure 1 on the transparency we can see that both the mother and father have genes for brown eyes. All of their children have brown eyes because there are no genes for blue eyes present.

In Figure 2 a brown-eyed mother and a blue-eyed father still have brown-eyed children because the gene for brown eyes is more powerful (dominant) than the gene for blue eyes.

Transparency C

The children of the parents in Figure 2 have brown eyes, but they also carry a gene for blue eyes that they inherited from their father. If they marry a person with both brown-eye and blue-eye genes then some of their children may have blue eyes and some may have brown eyes such as shown in Figure 3.

Using the information we have learned from our transparencies we are going to do an activity.

OBJECTIVE 5 - 2.1.1

Each of you will work with a partner. You and your partner will each need 50 dried red beans, 50 dried white beans, and a bowl. The red beans represent dominant genes and the white beans represent recessive genes.

Mix your 50 red and 50 white beans thoroughly together in one bowl. Have your partner do the same using the other bowl. Label one bowl "Mother's Traits" and the other bowl "Father's Traits".

Without looking, pick a bean from each bowl and record the combination you picked on a separate chart that looks like this model. I have already placed it on the board for you to see.

	Red-Red	Red-White	White-White
YOU			
YOUR PARTNER			
TOTALS			

Continue until all the beans are gone. You and your partner should have picked and recorded 100 combinations in all.

Referring to your team totals, answer the following questions.
Which combination turned up most often? How often?
How often did each of the other combination turn up?

As you discovered, the red-white combination turned up more often than either of the others. If you were able to do this experiment hundreds of times, you would find the red-white combination turning up almost exactly twice as often as the other two combinations.

EVALUATION:

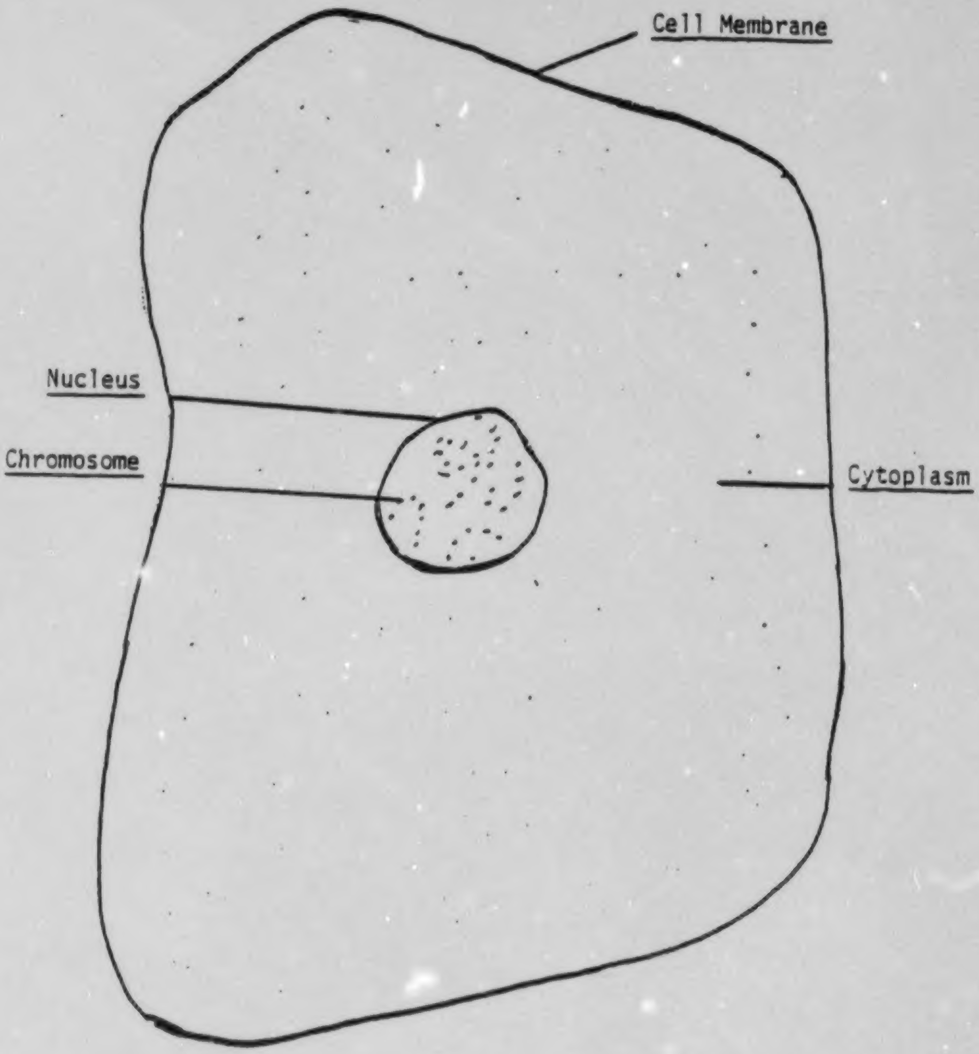
Teacher judgment concerning understanding of this lesson and activity.

OBJECTIVE 5 - 2.1.1

ENRICHMENT/REINFORCEMENT:

Research to find why you look as you do. Do you have dominant genes from your father, your mother, or both parents? Perhaps you look more like your grandparents. Do you? Why?

OBJECTIVE 5 - 2.1.1 Transparency A



OBJECTIVE 5 - 2.1.1 Transparency B

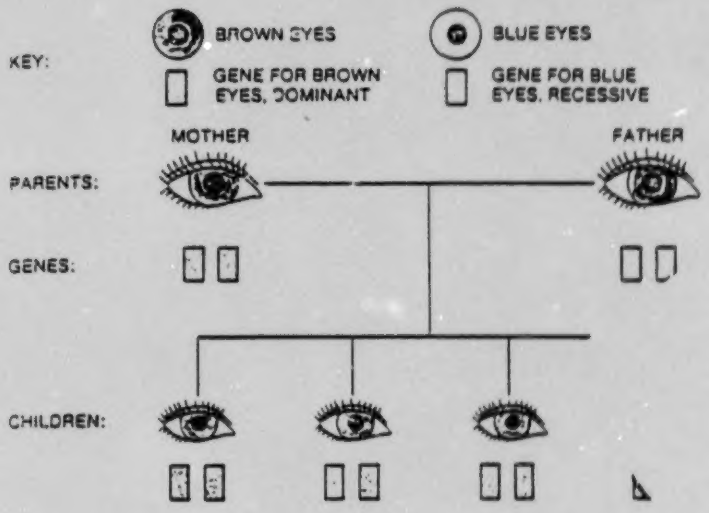


Fig. 1

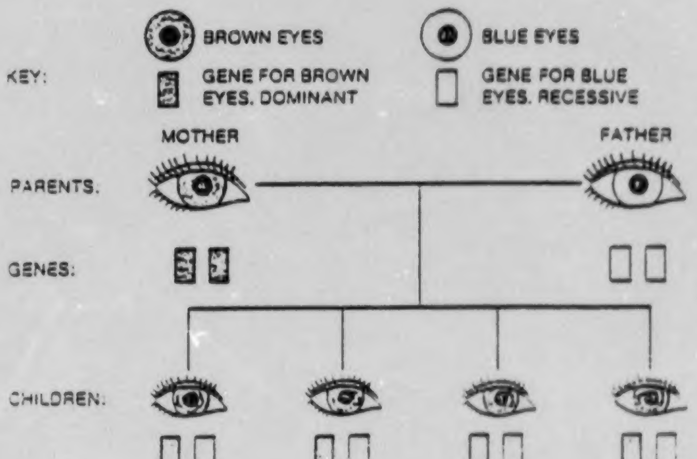


Fig. 2

OBJECTIVE 5 - 2.1.1 Transparency C

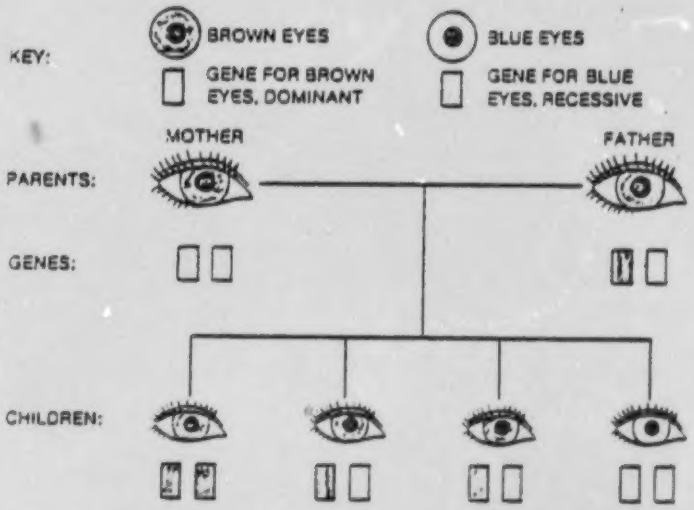


Fig. 3

LESSON PLANS

CONCEPT/SKILL Family Differences	TEST IMS 5.C.8, 5.C.9	ESTIMATED TIME 45 minutes

OBJECTIVE 5 - 2.1.2 **Describe how families differ in providing physical needs.**

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 6, Level II-B, "Transparencies F, G, and H." (masters included)
Booklet: National Dairy Council, "What Did You Have For Breakfast This Morning?" pp. 6-11. (copy available in your media center)

PROCEDURE:

Introduce this lesson with the following statements.
The family is a basic human group. It usually consists of parents and their children, but can vary in structure. For example, an aunt, grandmother, or stepmother may assume the role of a mother.

Explore the reasons why people live in groups called families by asking the following question.
How does being in a family meet the needs of people? (include food, clothing, shelter, education, guidance, health care, love and security)

Use the following transparencies to stimulate discussion as to how family life differs in other parts of the world.

Transparency F
How would life in a Chinese, Japanese, or Korean family differ from our own?

Transparency G
What are some characteristics of the African family?

Transparency H
The Arctic has a very cold climate in which it is very difficult to survive. How might this affect the family unit and it's way of life?

EVALUATION:

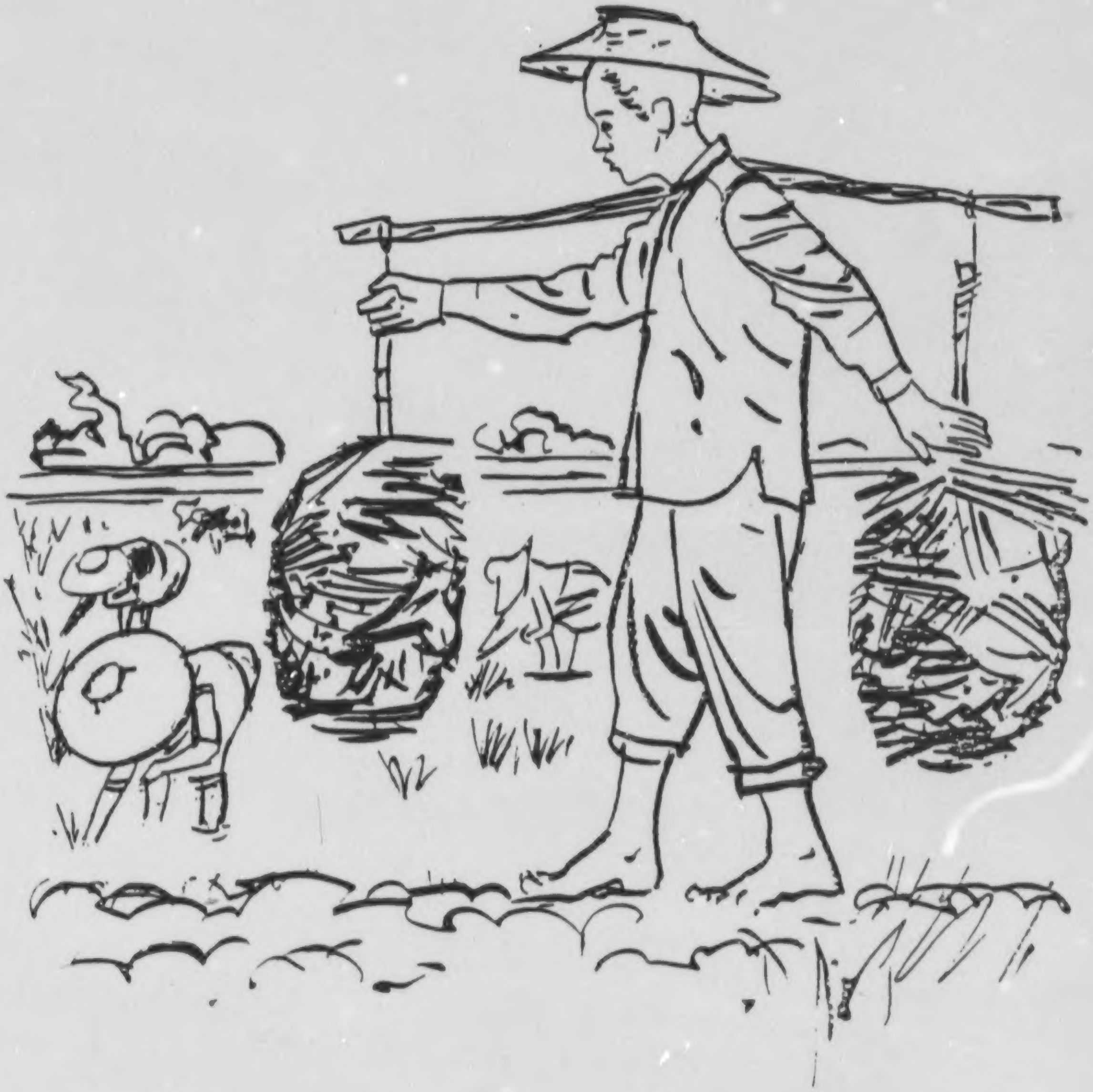
List five ways that families differ from each other in providing physical needs.

OBJECTIVE 5 - 2.1.2

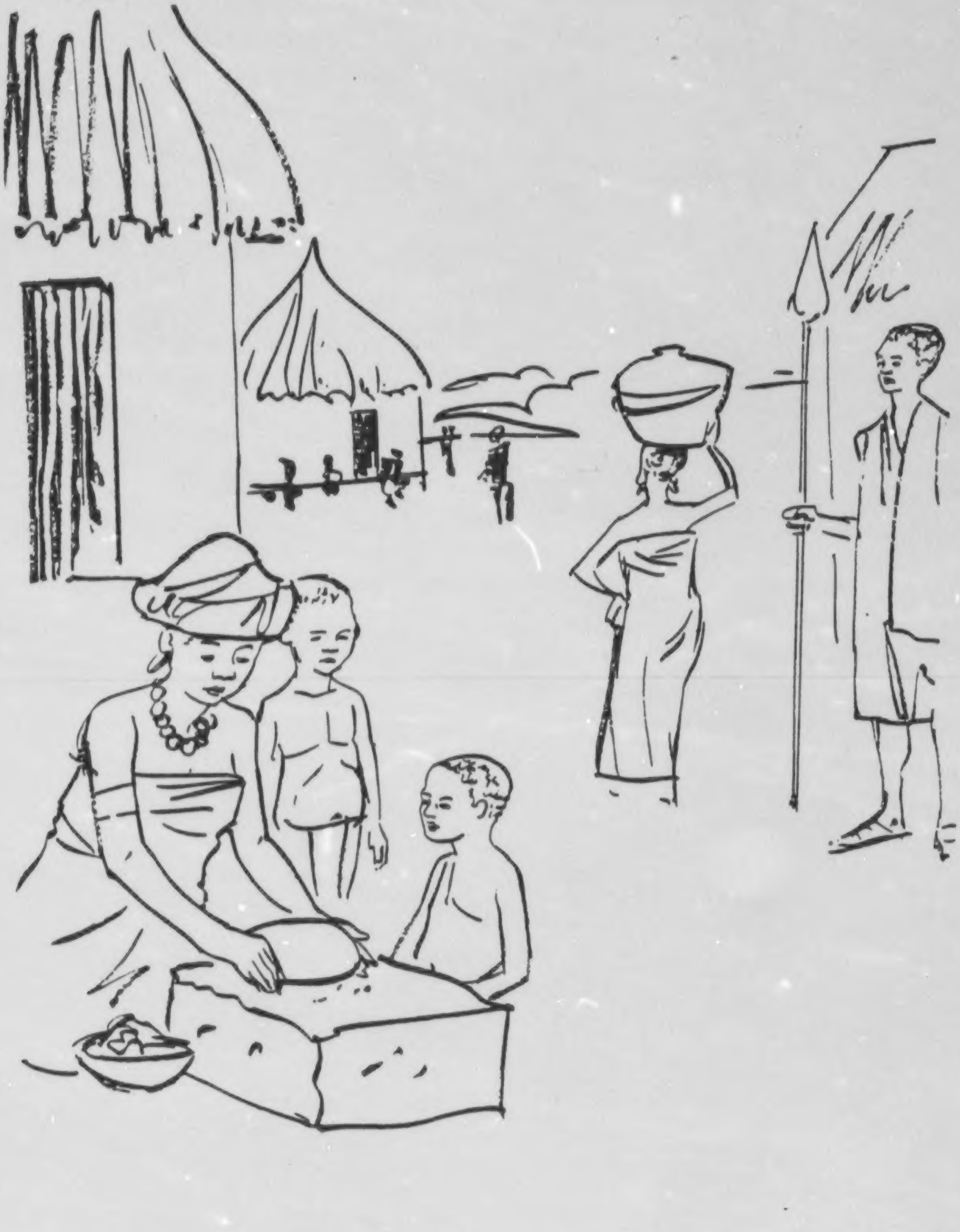
ENRICHMENT/REINFORCEMENT:

Divide into study groups to research family characteristics of different cultures.

Have students study the food preferences of people in different countries in "What Did You Have For Breakfast This Morning?" Have them choose a partner to study one of the seventeen countries covered. Report their findings to the class.



Objective 5 - 2.1.2 Transparency G



LESSON PLANS

CONCEPT/SKILL	TEST	ESTIMATED TIME
Emotions	5.C.2	45 minutes

OBJECTIVE 5 - 2.1.3 Identify how families differ in meeting emotional needs.

INSTRUCTIONAL MATERIALS:

Richmond, J.B., et al, You and Your Health:5 (Glenview, Illinois: Scott, Foresman and Company, 1981) pp. 17-28.

PROCEDURES:

Explain to students that emotions are feelings we experience every day of our life. You show your emotions in many ways; in facial expressions, gestures, or tone of voice. Ask students to demonstrate what their faces look like when they are angry, sad, happy, excited, and depressed. Families experience these and many other emotions in day to day living.

Ask the following question.
Why do you think families disagree among themselves more than with other people?
After students respond, point out that families are susceptible to frequent conflict because they are with each other more than others. It is within the family that members learn to express and resolve different opinions.

Have volunteers share things in their family that make them angry. Ask them what they do when they get angry. Is it alright to be angry? Explain that conflict allows us to express ourselves as individuals. We are all different and can't always act alike. When we solve conflicts with others we express appreciation for their needs and differences.

Assign students pages 17-28 in their textbook You and Your Health for more information on individual emotions.

EVALUATION:

Have students review pages 19 and 20 in their textbook and list four things you can do to help when you are angry.

Objective 5 - 2.1.3

ENRICHMENT/REINFORCEMENT:

Demonstrate different ways to deal with an emotion by having students react to the following situation in different ways.

> You want to play with your friends but you have to go visiting with your family.

Have students work together to act out other situations. Later, discuss which ways of expressing emotions were more helpful.

LESSON PLANS

CONCEPT/SKILL	TEST	ESTIMATED TIME
Emotions	5.C.8	Two 45-minute periods

OBJECTIVE 5 - 2.1.3 Identify how families differ in meeting emotional needs.

INSTRUCTIONAL MATERIALS:

Kit: American Guidance Service, Inc., DUSO D-2, pp. 85-87.
  Story: "Join the Group" (included)
  Evaluation
Chalkboard
Role play cards

PROCEDURES:

Introduce lesson by asking students the following question.
Who solves a conflict in your family when someone gets into an argument? After students respond, point out that families have different ways of solving problems. The mother or father may be the final word in solving conflict. As children grow older they usually try to resolve their conflicts by reaching a compromise or agreement with the other person.

Read the following story to open discussion on positive ways to solve conflict. (Reproduced by permission of American Guidance Service.)

"Join the Group" Judith Pearlman

At recess time, all the fellows were busy playing baseball or basketball when the new boy, Pete Reed, came out to the playground. He goes to a special reading class, so he's always late. He never bothers us when he comes out, and we don't pay much attention to him. He always goes over to the fence and watches us until the bell rings.

Well, today was different. All of a sudden there was a fight going on, and Pete was in the middle of it.

Mrs. Cooper was on playground duty, so she rushed over. She stopped the fight. Pete and a boy from Miss Devero's room were all dirty and Pete had a scratch on his cheek.

Mrs. Cooper asked Pete what had happened. Pete stood there crying and holding the side of his face. "We had a fight," he said. "And I'll fight him again if he doesn't leave me alone."

Mrs. Cooper turned to the other boy and asked, "What did you do?" But he was crying and wouldn't answer. Mrs. Cooper took both boys to the principal's office. The rest of the boys felt sorry for Pete. He looked sad and lonely. Later, Mrs. Cooper asked who Pete's friends were. No one raised a hand.

OBJECTIVE 5 - 2.1.3

On the way home after school Mike caught up with Pete. "Hey, Pete, what happened at the principal's office today? Do your parents have to come?"

"No," said Pete, "Mr. Davis was nice. He told us that's not the way to handle problems."

"What was the fight all about, Pete?"

"Well see, Mike, this kid saw me stand at the fence every day, so he thought you guys didn't like me or want me to play. He thought he'd start calling me names. Well, I didn't do anything about the names, but today he started hitting me, and I didn't like that. So I let him have it."

"You sure did, Pete. He looked awful. You know, Pete, you ought to join our game when you come out. You must get tired of standing by that fence all the time."

"I've wanted to, but I didn't think you guys wanted me to play because I come out so late."

Mike answered, "How will we know, if you don't join the group? You look as if you could help our team."

Pete grinned and said, "I'm not so hot in sports, but I'd sure like to play with you guys. Thanks for asking."

EVALUATION:

A. Discuss the student's ideas and feelings about the story and the people in it.

Why do you think Pete didn't try to play with the boys? How do you think he felt coming late to recess?

How did you feel about the way Pete acted?

Which reaction do you think was best?

How do you think the boys felt about Pete?

What do you think the boys thought when they saw the fight?

B. Discuss other ways the people in the story might behave.

Suppose Pete had come out and forced his way into the games, what would the others have done?

Suppose Pete had come out and asked to join; do you think the boys would have let him play?

OBJECTIVE 5 - 2.1.3

Are there other ways besides fighting that the boys could have noticed Pete and asked him to play?

C. Discuss how the students might feel or act in a similar situation.

Suppose you were new in a school. How would you feel? What would you do?

How would you feel if you weren't asked to play?

How would you act if you were new in a group?

If you notice someone who is always left out of the group, what do you do? Is there anything else you think you should do?

Which reactions do you think would make you feel the most positive about yourself and your feelings?

ENRICHMENT/REINFORCEMENT:

Divide the class into six groups. Pass out the following role play situations and allow the class to plan their reactions. Plan a way to show the more positive ways to deal with our feelings and emotions.

1. You are in class trying to do your work. Other children are shouting. What would you do? How could you show them in a positive way to be more quiet?
2. There is a bossy member of a club. That person is always commanding the group. How could you show them in a positive way to make suggestions without being bossy?
3. Suppose you are a new member of a class. What would you do to become an active participant in activities? How would you become a part of the group diplomatically?
4. You find a billfold in the park. Your friend wants to spend the money. You know you should turn it into the park attendant. What will you say to your friend to help him make the right decision?
5. You know a friend has not been honest about how he completed his assignments. He had copied information from your paper and a friends. How would you handle this situation?

OBJECTIVE 5 - 2.1.3

6. You are missing your new ball point pen. You are suspicious that one class member is guilty, but not sure. What can you do?

Later share the role plays. Discuss the emotions that are shown.

Use other activities from the DUSO D-2 Kit.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Responsibility	5.C.9	45 minutes

OBJECTIVE 5 - 2.1.4 Describe how individual responsibilities differ among families.

INSTRUCTIONAL MATERIALS:

None

PROCEDURE:

Introduce the lesson by saying that the responsibilities of individual family members are seen differently in different families, however all families have in common that they are providing the basic needs of their members. The happiness of a family is enhanced when each member cooperates in sharing responsibilities.

Use the following statements to stimulate discussion. Members of a family divide work up in order to do it more effectively. Have students volunteer to share examples of responsibilities they have in their home.

Members of a family are like a team, where each person is necessary and dependent on each other. Have students volunteer to react to the following statements.
Your mother did not plan anything for dinner.
Your dad decided not to go to work.
Your sister left her make-up and curlers in your room.
Your brother did not feed the dog and cat.

The responsibilities of each member are different depending on family circumstances. Use the following questions to stimulate discussion.
How would responsibilities change when a mother or father are sick?
How would a family that is large have different responsibilities from one that is small?

EVALUATION:

Students will list their family members and two responsibilities each member has to his family.

ENRICHMENT/REINFORCEMENT:

Have students interview a neighbor to find out the responsibilities of each of their family members. Compare and contrast the two families.

GRADE LEVEL: Fifth

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
5 - 2.2 Certain personal health practices are basic to potential development.	Students will demonstrate knowledge of the relationship between personal health practices and potential development by doing the following: 5 - 2.2.1 identify proper exercise and rest as promoting good health; 5 - 2.2.2 describe common eye problems and the proper care of the eye. 5 - 2.2.3 describe common ear problems and the proper care of the ear; 5 - 2.2.4 demonstrate the correct procedure for brushing and flossing teeth; 5 - 2.2.5 identify the proper procedures for the care of the skin, hair, and nails; and (NOTE: PARENTAL PERMISSION MUST BE OBTAINED BEFORE TEACHING OBJECTIVE 2.2.6.) 5 - 2.2.6 demosntrate knowledge of changes in the body that occur during puberty.

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Rest and Exercise	5.C.2	45 minutes

OBJECTIVE _ 5_-_ 2.2.1 Identify proper exercise, and rest as promoting good health.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study Concept 1, Level I-A
"Transparencies Q, R, S, T." (masters included)

PROCEDURES:

You have heard your parents and others say that you need plenty of rest and exercise. Rest, play and exercise, along with good nutrition, equals healthy growth.

A good way to rest during the day is to change what we are doing. When we have been working hard at school, it rests us to play a game.

Daily play and exercise is also important because it helps make strong muscles and helps the heart and lungs work better. Play and exercise increases our appetite and enables us to eat the kinds and amount of food the body needs. Play and exercise also help us to grow as friends and family members. We must all learn to get along with our friends and family and be a "good sport" in play.

Show the transparencies and ask the following questions to stimulate discussion.

Transparency Q
  Do you actually have to lie down to rest?
  What would happen if we tried to do all these things all the time?
  Would you like to do any activity all the time?
  According to this transparency, what is resting?

Transparency R-S
  Why should you try to exercise outdoors whenever you can?
  Which of the activities in the picture do you like to do?
  What other ways do you get exercise?
  What is your favorite way to exercise?
  What are some ways that exercise helps us to grow?

Transparency T
  Can you interpret the message in this picture?
  Do you agree with this message?

OBJECTIVE 5 - 2.2.1

EVALUATION:

Have students identify ways that rest and exercise promote good health.

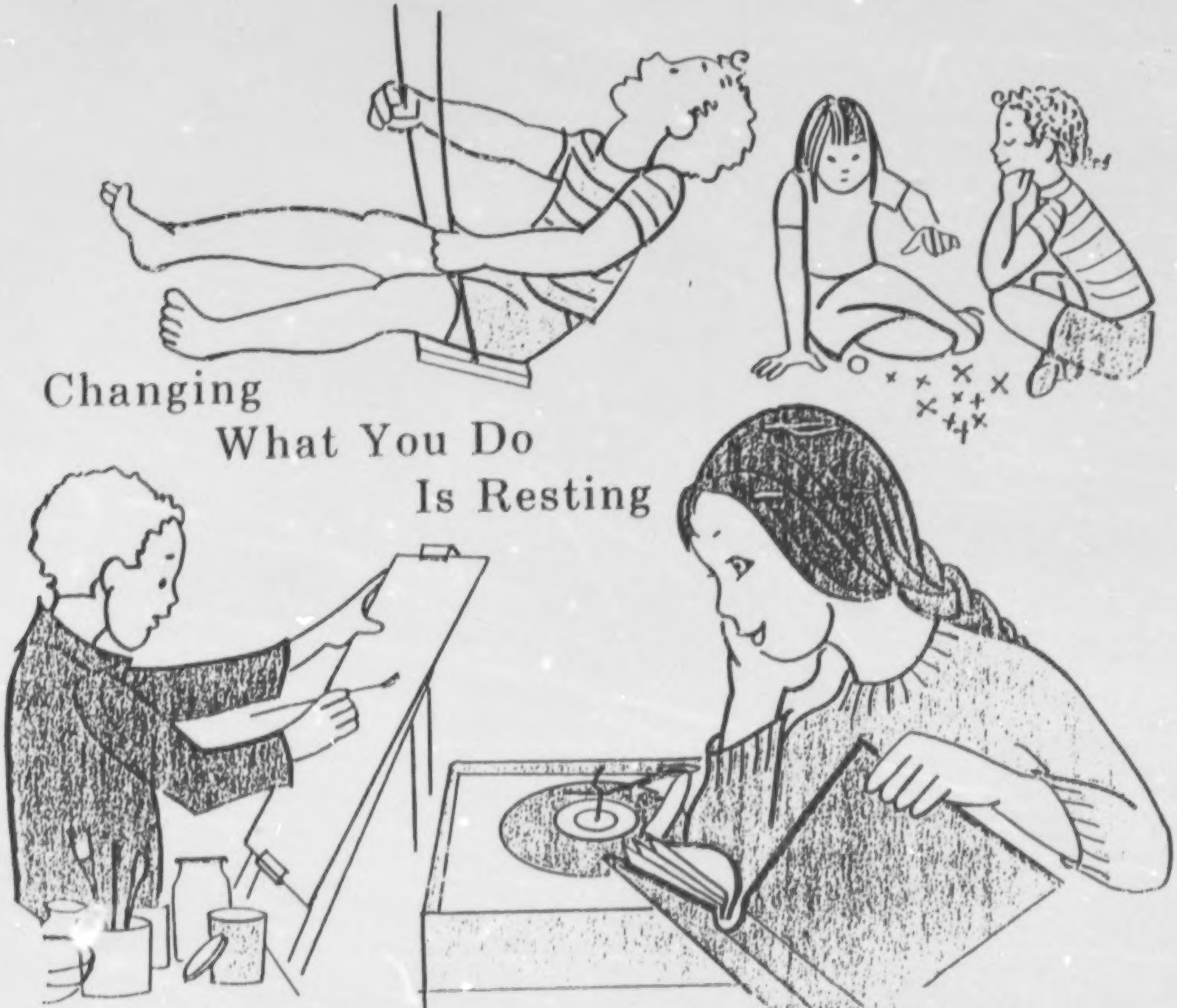
ENRICHMENT/REINFORCEMENT:

Plan the best program for physical fitness that you could have. Then work out a way to follow the plan for one week. Include this information in your plans:
  How you will get the right kind of exercise each day.
  How much time you will spend exercising.
  How you will rest after exercising.
  How you will get food from each of the food groups every day.

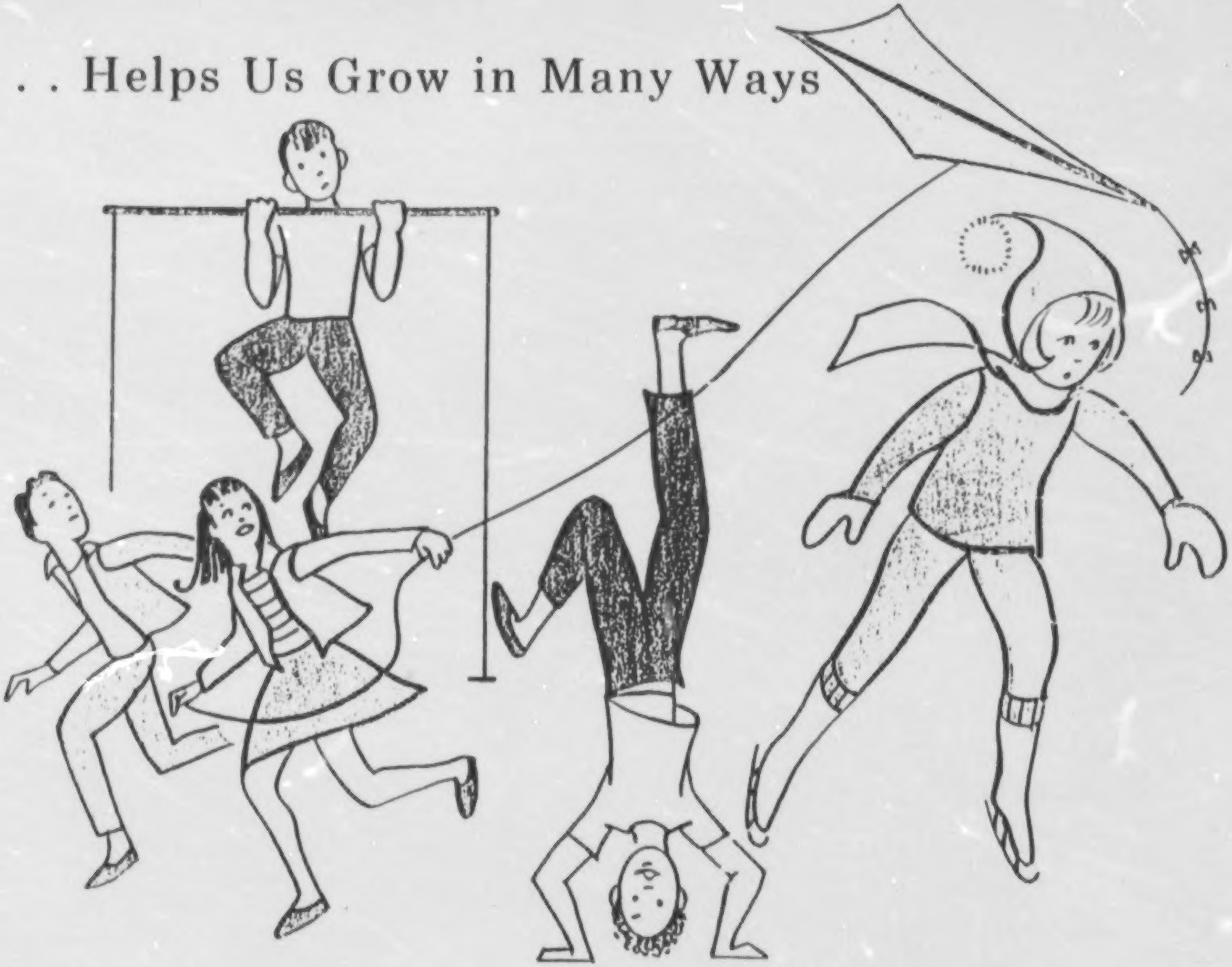
After students have followed their plans for one week have them discuss the results.

Objective 5 - 2.2.1 Transparency D

Changing What You Do Is Resting



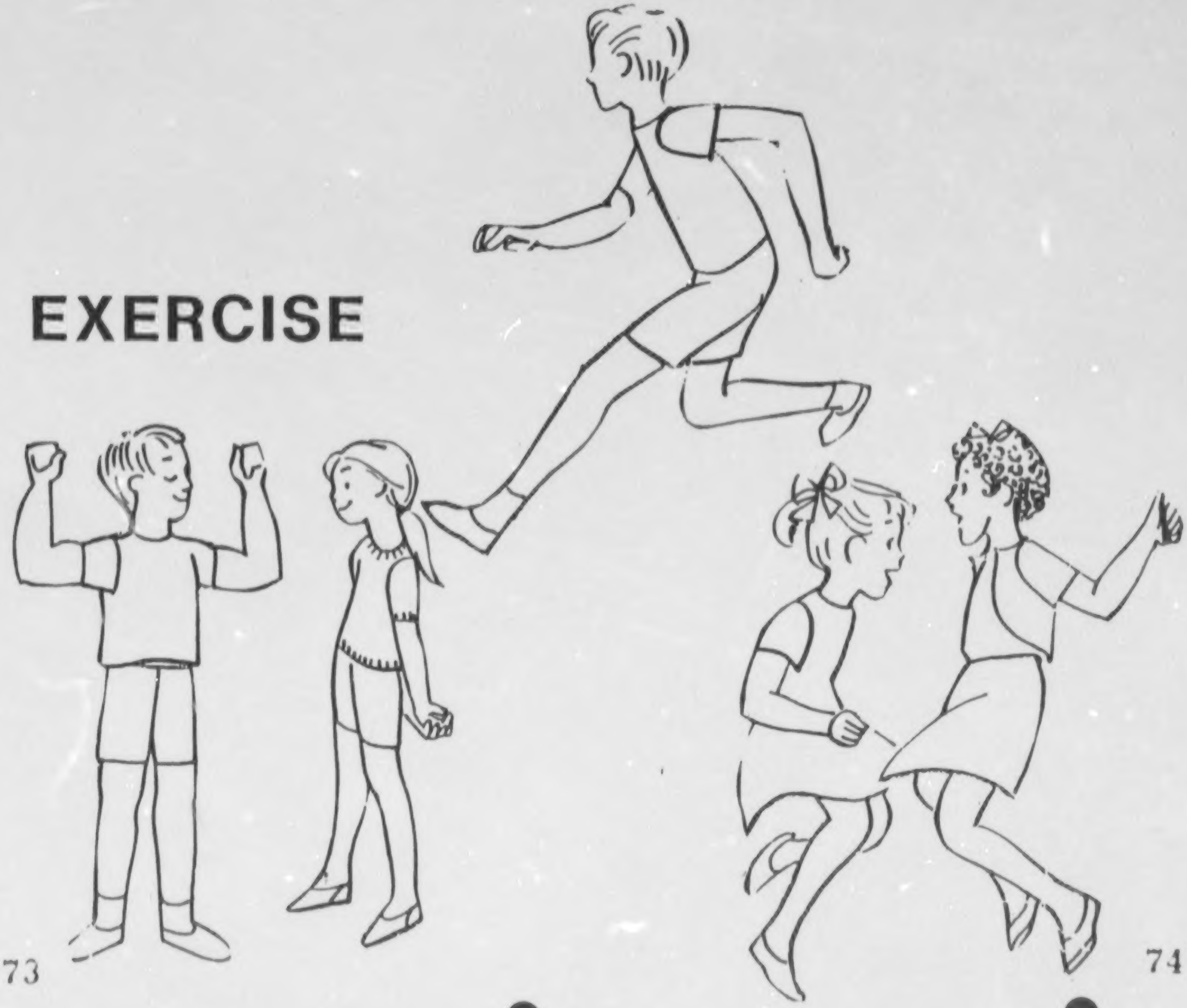
. . Helps Us Grow in Many Ways



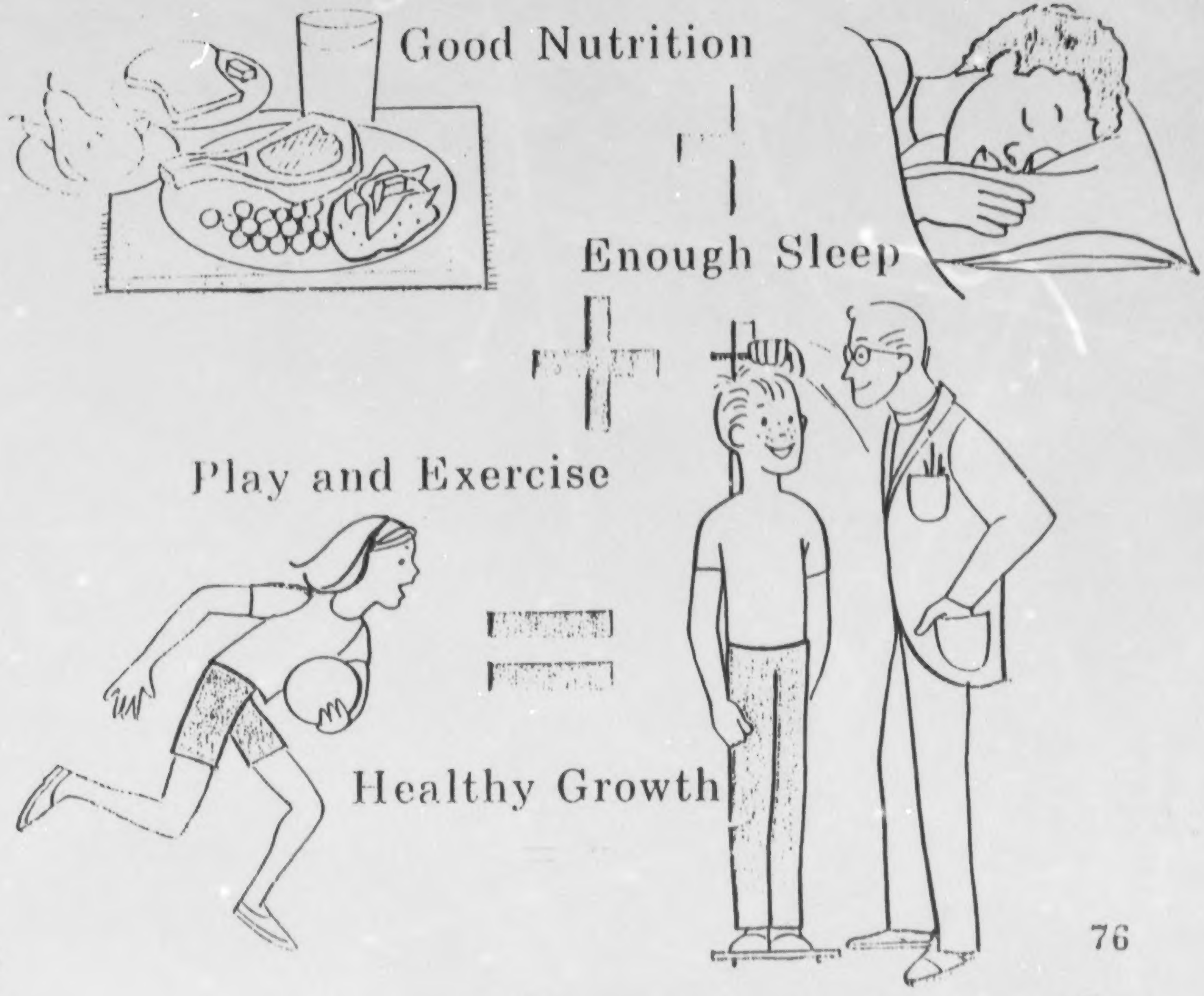
Objective 5 - 2.2.1 Transparency R

Objective 5 - 2.2.1 Transparency 5

EXERCISE



Objective 5 - 2.2.1 Transparency T



Good Nutrition

+

Enough Sleep

+

Play and Exercise

=

Healthy Growth

LESSON PLANS

CONCEPT/SKILL Rest and Exercise	TEST IMS 5.C.7	ESTIMATED TIME 45 minutes

OBJECTIVE 5 - 2.2.1 Identify proper exercise, and rest as promoting good health.

INSTRUCTIONAL MATERIALS:

Activity Sheet (Master included, make a copy for each student.)

PROCEDURES:

In your daily life, you exercise and rest. The rest may be in different forms. These include sleeping, watching T.V., eating lunch, or doing other things which make you feel relaxed.

Exercise has many forms too. Playing ball, walking to school, skating, or riding a bike are all forms of exercise.

Use the following questions to stimulate discussion.
Do you get enough rest and exercise?
How do you know?
Sometimes it's easy to know if you're not getting enough rest, you feel tired and maybe irritable.
Is it easy to know if you are not getting enough exercise?
How does lack of exercise affect you?

Give out activity sheet. Explain to students this activity sheet will help them analyze the amount of rest and exercise they get.

EVALUATION:

Have students write two benefits of both rest and exercise.

ENRICHMENT/REINFORCEMENT:

Make a graph each day to show your activity for a seven-day period. One suggestion would be to make a circle graph showing a twenty-four hour time period. To keep a record, write in the activity you did during the time of day shown. Color that part of the circle one color if the activity is restful. Use another color if you were very active and got a lot of exercise. After recording your activities for the seven-day period, think about these questions:
Do you feel you get enough exercise?
Do you feel you get enough rest?
Which do you spend more time doing, watching T.V. or exercising?
When do you get more exercise, on school days or days out of school?
How does the amount of rest and exercise you get compare with the amount other students your age get?

OBJECTIVE 5 - 2.2.1

Play-Recreation-Relaxation

1. Name at least three ways in which you can relax.

2. Why should all boys, girls, men, and women have some type of hobby or recreation activity?

3. On the chart below, list your activities at home and in the community. Do not include school sports, but you may include other school groups.

My Recreational Activities and Hobbies

Name	Where	When

4. Do your hobbies and games include group activities as well as individual ones?

5. In which of these activities do you "give" your service to help or teach others?

6. Which of these activities will you be able to use and continue to use as you get older?

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Eye Care	5.C.2	30 minutes

OBJECTIVE 5 - 2.2.2 Describe common eye problems and the proper care of the eye.

INSTRUCTIONAL MATERIALS:

Teaching Packet: National Society for the Prevention of Blindness, The Eyes Have It, (available in your media center)

Transparency: "Eye Safety Song" (Master included, make a copy for each student.)

PROCEDURES:

Our eyes are our most important organs for finding out about the world around us. We use our eyes to gain knowledge, to appreciate the beauty of nature, and to enjoy literature and painting. Our eyes help us carry on almost all the activities of daily life.

Approximately 167,000 school age children suffer eye injuries each year. There are several basic rules we can use to protect our eyes.

I will give you some words to a song which we will do as a choral reading. Listen as I read the words and then we will read it together.

After reading the poem ask the following questions:
What are some ways you can injure your eyes?
What are some ways you can protect your eyes?

EVALUATION:

List five ways the song suggested we can protect our eyes.

ENRICHMENT/REINFORCEMENT:

Discuss the importance of sight and the importance of caring for our eyes. Emphasize this point by having students try to identify various objects while blindfolded. Have students remain blindfolded for an agreed upon length of time in order to experience what it is like to be blind. Be sure to take necessary safety precautions.

OBJECTIVE 5 - 2.2.2 Transparency #1

If you want to have good ayes,
Please be careful, please be wise
Listen to this simple rule:
Protect your eyes at home and school.

Don't look directly at the sun-
The sun is brighter than you think!
And if a speck gets in your eye,
Don't rub or scrub, but gently blink.

The speck can scratch, the sun can burn,
That's something smart kids ought to learn.
So listen to this simple rule:
Protect your eyes at home and school!

Never spray at someone's face,
When you use an aerosol.
And please don't point at someone's eyes
With a pin or a stick or a parasol.

The spray can burn, the point can poke-
And that won't be a funny joke.
So listen to this simple rule-
Protect your eyes at home and school!

Guard your eyes when you play tag,
And don't knock anybody down.
Watch for sticks and broken glass
In the field or the street or the school playground.

B B guns and fireworks
Are never very safe as toys-
And bows and arrows, darts and spears
Are dangerous for girls and boys.

They all can hurt, they all can blind.
O please be clever-use your mind,
And listen to this simple rule:
Protect your eyes at home and school!

If your eyes feel sore, don't be afraid.
Just ask the nurse at school for aid.
And when you read, adjust the light,
So it's not too dark, and it's not too bright.

OBJECTIVE 5 - 2.2.2 Transparency 1

When your eyes get tired, give them a rest
And then you know you'll see your best.
And don't forget this simple rule;
Protect your eyes at home and school.

Kids with glasses sure are bright
'Cause then they know they're seeing right.
So don't make fun just realize
Glasses really help their eyes.

(first ending)
Well if you pratice every rule,
Your eyes are safe at home and school.
So join us as we sing our song
But now it's time to sing along.

(second ending)
So now it's time to say so long
We hope you listened to our song.
Well if you practice every rule
Your eyes are safe at home and school.

Yes if you practice every rule,
Your eyes are safe at home and school.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Eye Problems	5.C.2	45 minutes

OBJECTIVE 5 - 2.2.2 Describe common eye problems and the proper care of the eye.

INSTRUCTIONAL MATERIALS:

Pamphlet: Charlie Brown Detective, National Society for the Prevention of Blindness, Inc.
Transparency : "Peanuts" (master included)
Pamphlet: Your Child's Sight, How You Can Help, National Society for the Prevention of Blindness, Inc.
J.G. Richmond, et al, You and Your Health: 5 (Glenview, Illinois: Scott Foresman and Company, 1977.) p. 49.

PROCEDURES:

We have been studying the proper care of the eyes and injuries to the eyes. There are also some eye problems that are quite common among students.

Let's look at a Charlie Brown Cartoon and see what he has to say about one eye problem. Then we will make a list of some eye problems. Be sure to include the following in your list.

Astigmatism - images are blurred or distorted. Corners and edges of objects are fuzzy.
Crossed Eyes (stabjsmus) - eyes are not straight. One or both eyes turn in, out, up, or down more than normal.
Farsightedness (hyperopia) - see better at a distance than close up.
Nearsightedness (myopia) - see nearby objects clearer than distant objects.

Now turn to page 49 in the textbook and read the information on this page about our eyes. Use the following questions to discuss the textbook information.
What is in the eye that bends light rays so we can see?
An eyeball that is too long from front to back causes what problem?
What problem is caused by an eyeball that is too short from front to back?
How might glasses or contact lenses help a person whose eyeballs are too long or too short?

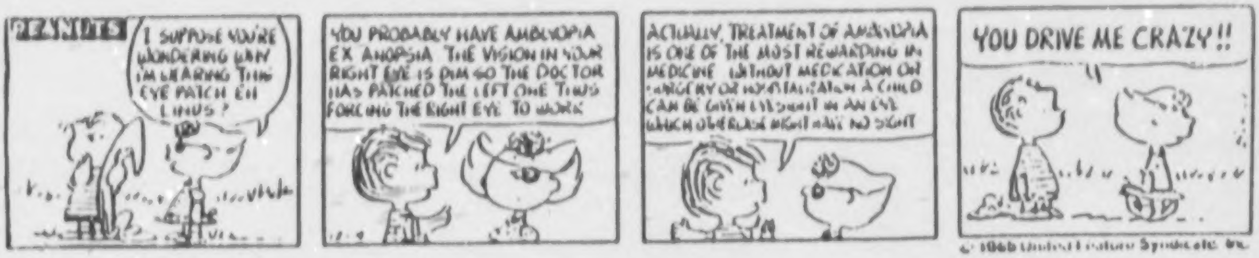
EVALUATION:

Have students list and describe three common eye problems.

ENRICHMENT/REINFORCEMENT:

Have students find illustrations of nearsightedness, farsightedness, and astigmatism.
Show or discuss how glasses are used to correct these defects of the eye.

Objective 5 - 2.2.2


PEANUTS
I SUPPOSE YOU'RE WONDERING WHY I'M WEARING THIS EYE PATCH EH LINUS?
YOU PROBABLY HAVE AMBLYOPIA EX ANOPSIA. THE VISION IN YOUR RIGHT EYE IS DIM SO THE DOCTOR HAS PATCHED THE LEFT ONE THUS FORCING THE RIGHT EYE TO WORK
ACTUALLY, TREATMENT OF AMBLYOPIA IS ONE OF THE MOST REWARDING IN MEDICINE. WITHOUT MEDICATION OR SURGERY OR HOSPITALIZATION A CHILD CAN BE GIVEN EYESIGHT IN AN EYE WHICH OTHERWISE MIGHT HAVE NO SIGHT
YOU DRIVE ME CRAZY!!

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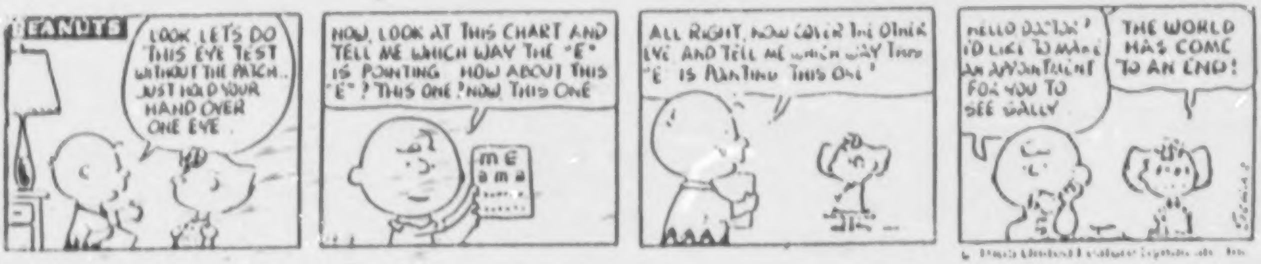
PEANUTS
LOOK, LET'S DO THIS EYE TEST WITHOUT THE PATCH... JUST HOLD YOUR HAND OVER ONE EYE.
NOW, LOOK AT THIS CHART AND TELL ME WHICH WAY THE "E" IS POINTING. HOW ABOUT THIS "E"? THIS ONE? NOW, THIS ONE
m E
a m a
ALL RIGHT, NOW COVER THE OTHER EYE AND TELL ME WHICH WAY THIS "E" IS POINTING. THIS ONE?
HELLO, DOCTOR? I'D LIKE TO MAKE AN APPOINTMENT FOR YOU TO SEE SALLY
THE WORLD HAS COME TO AN END!
Schulz

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CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Eye Problems & Care	5.C.2	45 minutes

OBJECTIVE 5 - 2.2.2 Describe common eye problems and the proper care of the eye.

INSTRUCTIONAL MATERIALS:

Kit: National Society for the Prevention of Blindness The Magic of Sight, (available in your media center)
Filmstrip: "The Magic of Sight."
Evaluation Tests (masters included in kit)

PROCEDURES:

We have been learning about how to take care of our eyes and problems that may occur with our eyes. Today we will see a filmstrip which will review this information for us.

View the filmstrip and use the following questions to stimulate discussion.
Why is eye care more important each year you advance in school?
What are some ways your eyes can be injured at school and at home?
What are some ways to protect and care for your eyes?
What are some signs of eye problems?
What are some common eye problems? Is it possible to correct these problems?
What is the main cause of eye problems?

EVALUATION:

Administer tests that have been provided in the kit.

ENRICHMENT/REINFORCEMENT:

Have students check eye dominance by using this easy test. The student should stand with a penny between the feet holding a piece of paper with a half inch hole in it at arms length so the penny can be seen through the hole. The student should make sure to use both eyes to see the penny at this point. The student should then bring the paper slowly toward the face without losing sight of the penny. When the paper reaches the face, the half inch hole will be under the dominant eye.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Eye Care	5.C.2	45 minutes

OBJECTIVE 5 - 2.2.2 Describe common eye problems and the proper care of the eye.

INSTRUCTIONAL MATERIALS:

Teaching Packet: The Eyes Have It, National Society for the Prevention of Blindness, Inc. (available in your media center)
Activity Sheets: 3, 4, 5, and 6 (Masters included, make a copy for each student.)
Crayons

PROCEDURES:

In our first lesson we learned some dangers to our eyes and some ways to care for our eyes.

Today we are going to do several activity sheets that will help us review some of the ways to protect our eyes.

You will be given 20 minutes to complete the four activity sheets and then we will check them.

EVALUATION:

Accurate completion of the activity sheets.

ENRICHMENT/REINFORCEMENT:

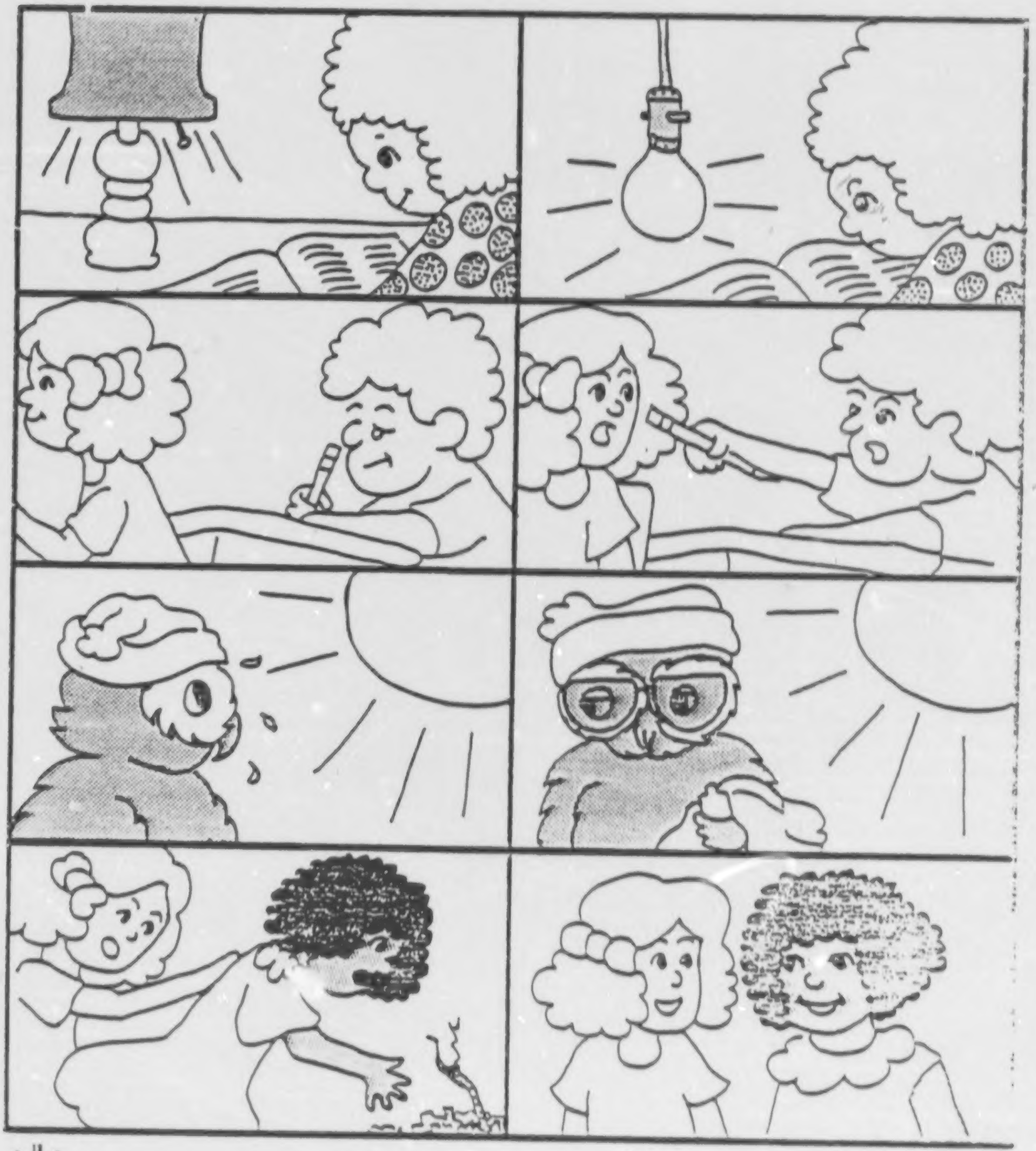
Work in committees and construct posters illustration the proper care of the eyes. These posters can be displayed throughout the school.

Objective 5 - 2.2.2   Activity Sheet 3

CIRCLE THE RIGHT PICTURE

Here are 8 pictures. 4 pictures show how to protect your eyes. 4 pictures show how your eyes can be hurt. Circle the 4 pictures that show how to protect your eyes.

Name ________________________________



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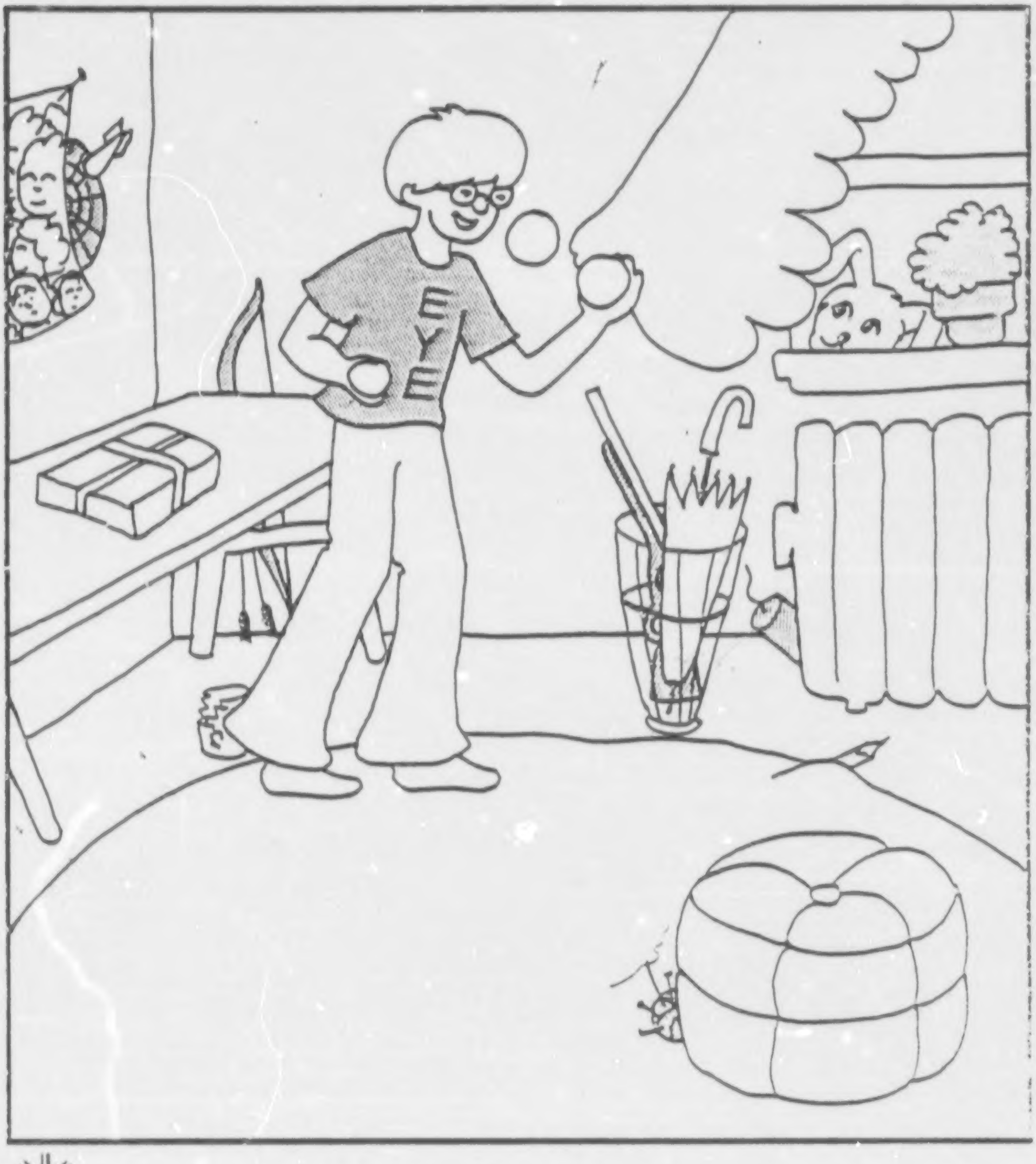
Objective 5 - 2.2.2 Activity Sheet 4

FIND THE "BE–CAREFULS"

There are 7 things that can hurt your eyes hidden in this picture. They are called "Be-Carefuls." Find and circle each "Be-Careful."

Name ______________________________



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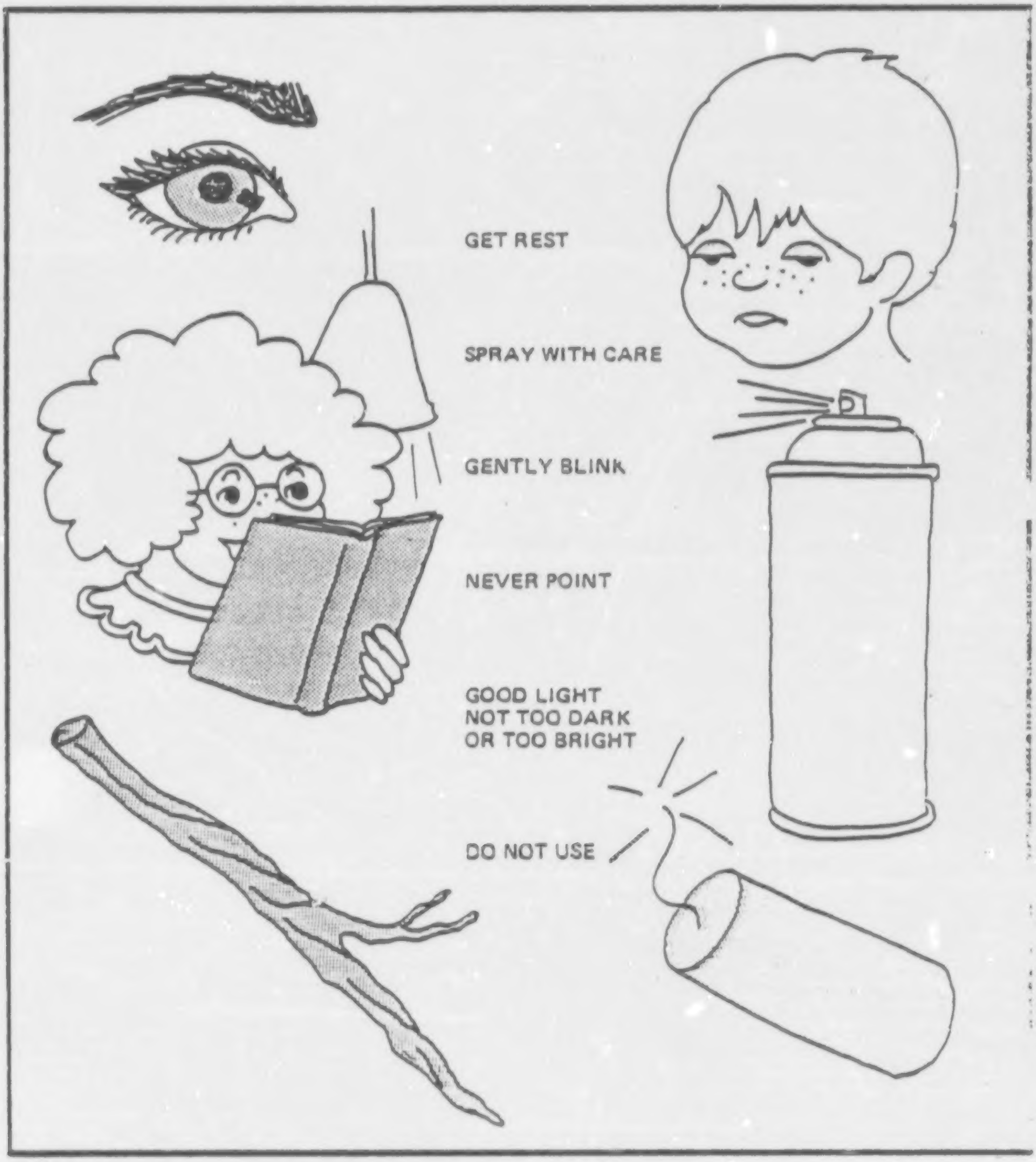
Objective 5 - 2.2.2 Activity Sheet 5

GOOD SIGHT...WHAT'S RIGHT?

You should protect your eyes. Draw line to connect each picture to the words that tell you how to protect your eyes.

Name ______________________________



GET REST

SPRAY WITH CARE

GENTLY BLINK

NEVER POINT

GOOD LIGHT
NOT TOO DARK
OR TOO BRIGHT

DO NOT USE

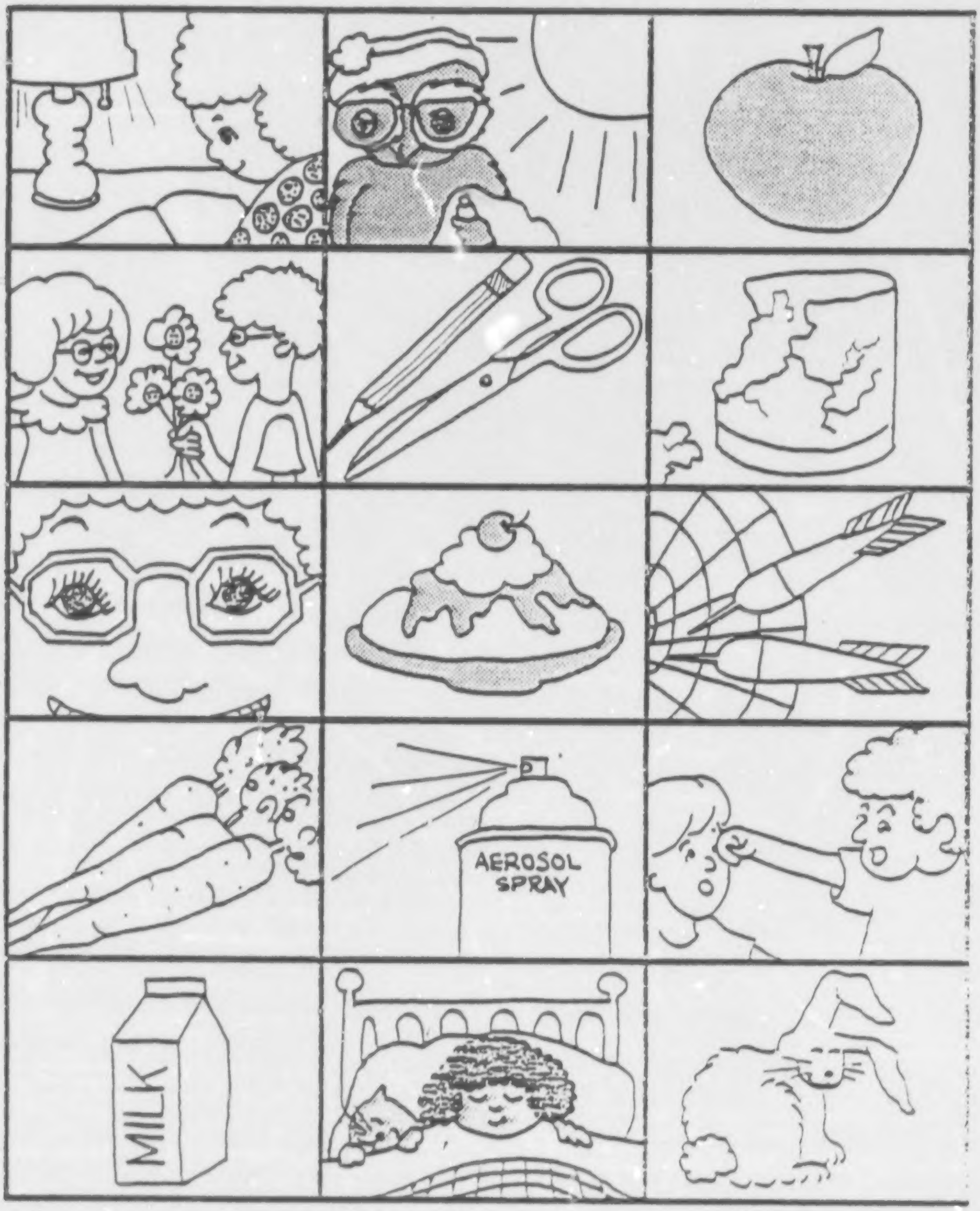
Copyright—The National Society for the Prevention of Blindness, Inc.

Objective 5 - 2.2.2 Activity Sheet 6

THE SECRET LETTER

Can you find the secret letter? Color in each square that shows something that can hurt your eyes. Color in the whole square. The uncolored squares form the secret letter. What do you think the secret letter is for?

Name ______________________________



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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Ear Problems	5.C.2	Two 30 minute periods

OBJECTIVE 5 - 2.2.3 Describe common ear problems and the proper care of the ear.

INSTRUCTIONAL MATERIALS:

J.B. Richmond, et al, You and Your Health: 5 (Glenview, Illinois: Scott, Foresman and Company, 1977), pp. 51-57.
Ear Transparency (master included)
Guidance Associates, Body Basics, Your Body and How To Care For It: Ears Filmstrip: "Ears: Part I"

PROCEDURES:

For the next two days we will be learning about ear problems and how to care for our ears. Our ears are our most important sense organ. They enable us to hear and also give us our sense of balance.

The ear is a delicate organ, easily damaged by infection or injury. Serious damage to the ears can make a person partly or completely deaf. Ear injury can also cause a loss of the sense of balance.

Many ear problems are associated with the eardrum or the three small bones behind the eardrum (stirrup, hammer, anvil). This transparency will show us the position of these parts.

Some common ear problems are: damage caused by loud noises, a bony growth that keeps the three small ear bones from growing, nerve damage, infections, and various diseases. All of these problems can cause hearing loss if not corrected.

Read pages 51-57 to further your knowledge of the human ear.

After allowing sufficient time for reading, use the following questions to stimulate discussion:
Why might a person who is a little hard of hearing cup a hand around his ear?
What happens when the bones of the middle ear harden?
How can very loud noises damage your hearing?

EVALUATION:

Have students identify in writing the three main parts of the ear and three hearing problems.

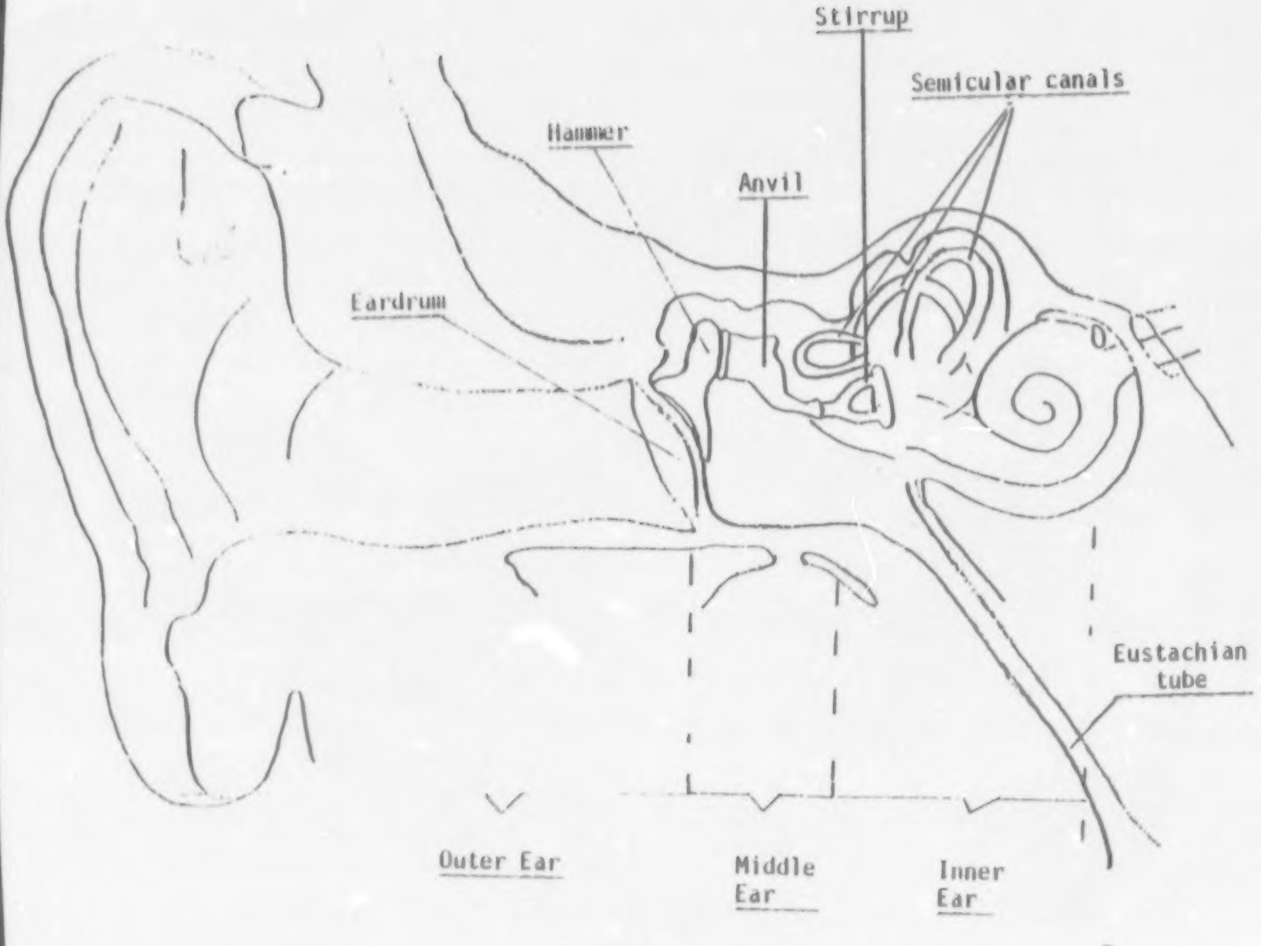
OBJECTIVE 5 - 2.2.3

ENRICHMENT/REINFORCEMENT:

Research to find out how people can be tested for deafness. List some problems that you think people who are deaf would have. List some dangers that deaf people might encounter.

Show filmstrip "Ears: Part I" to reinforce knowledge of the parts of the ear and their function.

Have students cover their ears with muffs and experience what it is like to be deaf for an hour or agreed upon length of time.


Stirrup
Semicular canals
Hammer
Anvil
Eardrum
Eustachian tube
Outer Ear
Middle Ear
Inner Ear

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Ear Problems	5.C.2, 5.C.7	45 minutes

OBJECTIVE 5 - 2.2.3 Describe common ear problems and the proper care of the ear.

INSTRUCTIONAL MATERIALS:

Guidance Associates, Body Basics, Your Body and How To Care For It: Ears
Filmstrip: "Ears: Part II."

PROCEDURES:

Brainstorm with the students any ways they can think of that a person might injure the ear.

Show filmstrip "Ears: Part II," and ask students to listen for things that could go wrong with the ear and how to avoid them.

After viewing the filmstrip, use the following questions to stimulate discussion.

Is it important to see a doctor when you have an earache?
When you have a cold and are blowing your nose, what should you be careful to avoid doing?
Why is it important not to put sharp objects in your ear?
Who should remove built up wax from your ear when it is impairing your hearing?
What can happen when the ears are exposed to loud noises for a prolonged period of time?

EVALUATION:

Have students write at least four safety rules for proper care of the ear.

ENRICHMENT/REINFORCEMENT:

Have students make a chart of their ear safety rules for display in the classroom.

Have students share their safety rules for the ear with their parents, brothers, and sisters at home.

CONCEPT/SKILL	TEST	ESTIMATED TIME
Teeth Care	5.C.7, 5.C.9	45 minutes

OBJECTIVE 5 - 2.2.4 Demonstrate the correct method for brushing and flossing the teeth.

INSTRUCTIONAL MATERIALS:

Florida Dental Health Education Curriculum
Transparencies: "Recommended Toothbrushing Technique" and Recommended Flossing Technique." (Masters included, make a copy for each student.)

PROCEDURES:

Introduce this lesson by telling the students that correct flossing and brushing techniques are necessary for strong healthy teeth.

Relate to the students that there is more than one correct way to clean teeth and they should follow the instruction they have been given by their personal dentist, if they do not agree with the method presented in this lesson.

Demonstrate the correct brush position. A clean comb can represent teeth and gums. Show the back and forth wiggle of the brushing motion.

To demonstrate the need for flossing, cover your hand with thick tempera paint. Holding fingers tightly together, use a toothbrush to clean off the paint. The brush will not remove material from between the fingers. Compare this example with the need to floss in order to remove plaque from the sides of the teeth.

View each of the transparencies and discuss the steps presented.

EVALUATION:

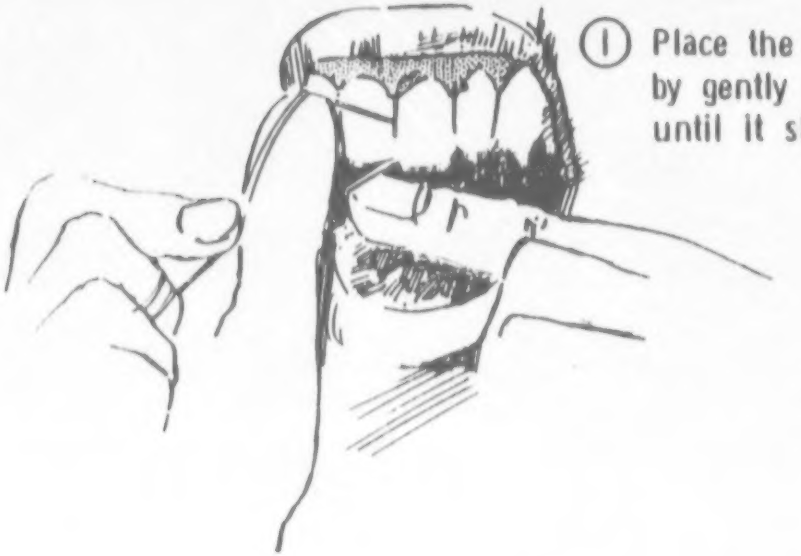
Describe in writing the steps for proper brushing and flossing of the teeth.

ENRICHMENT/REINFORCEMENT:

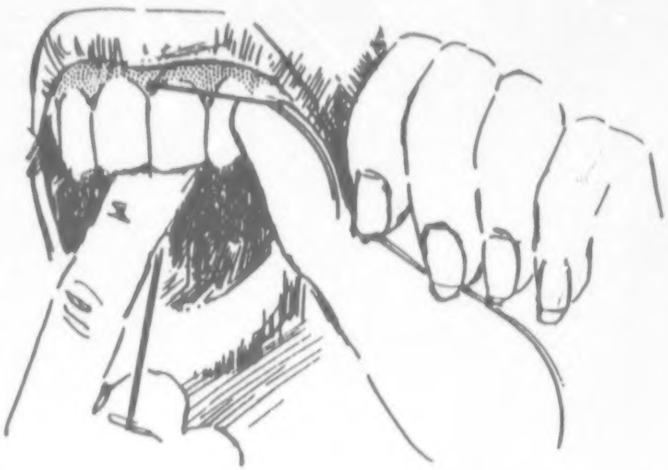
Have students take home a copy of "Recommended Toothbrushing Technique" and "Recommended Flossing Technique" to discuss with their parents. Encourage them to practice flossing and brushing under the supervision of their parents.

Use the multi-media packet, Learning About Your Oral Health, for an indepth study of the importance of good oral hygiene. This packet is in the health files located in your media center.

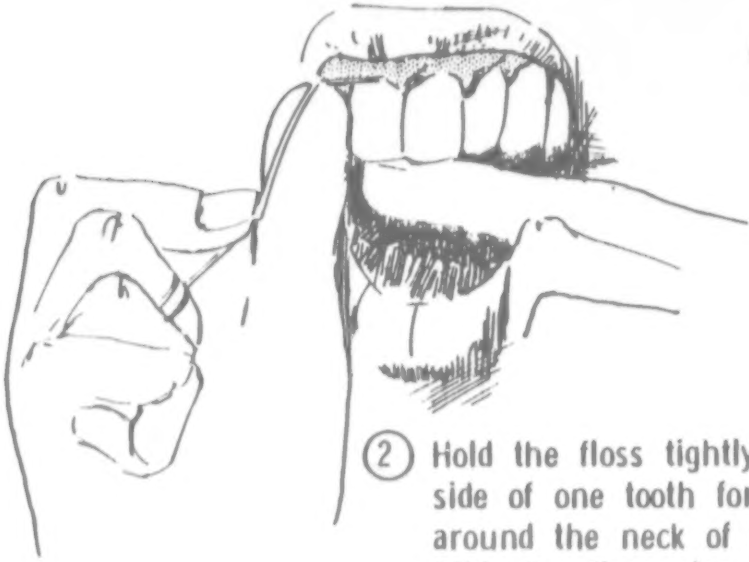
Objective 5 - 2.2.4 Transparency



① Place the floss between two teeth by gently working it back and forth until it slips between the teeth.

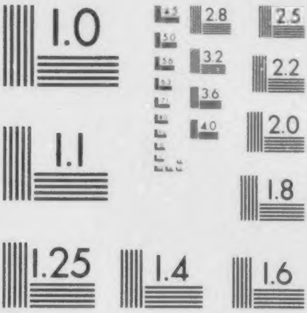


③ Do the same for both sides of every tooth.



② Hold the floss tightly against the side of one tooth forming a "C" around the neck of the tooth. Slide the floss along the surface of the tooth towards the gum line until it meets resistance.

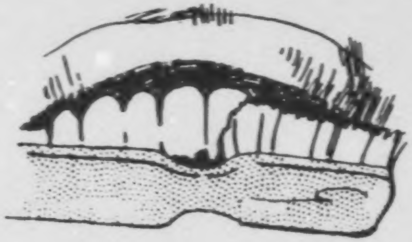
APPENDIX B: Recommended Flossing Technique



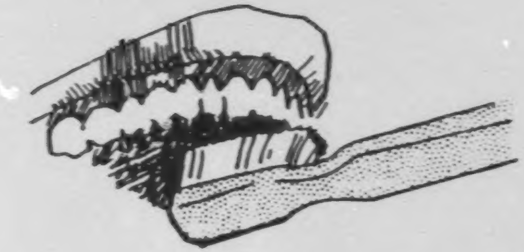
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

Objective 5 - 2.2.4 Transparency

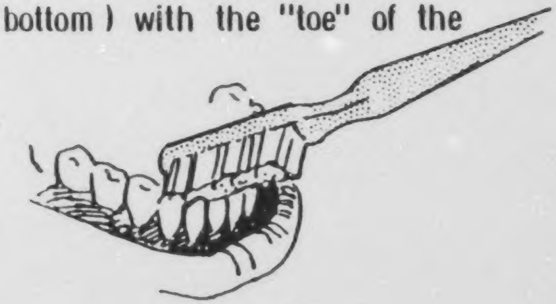
① Place toothbrush at a 45° angle where the teeth and gums meet. Wiggle or vibrate the toothbrush gently to remove plaque.



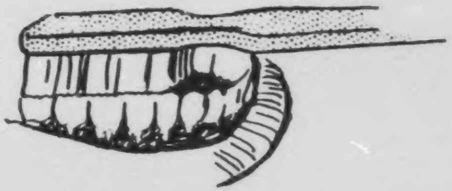
② Brush the inside surfaces of the teeth in the same manner.



③ Brush the inside of the front teeth (top and bottom) with the "toe" of the brush.



④ Brush chewing surfaces with short, back-and-forth strokes.



APPENDIX A: Recommended Toothbrushing Technique

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Hair, Skin, Nail Care	5.C.2	45 minutes

OBJECTIVE 5 - 2.2.5 Identify the proper procedures for the care of the skin, hair, and nails.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Guidance Associates, Your Body and How To Care For It.
Filmstrip: "Skin and Hair" (Part 2)

PROCEDURES:

Today we will talk about three parts of our body that are very important to us and are often taken for granted.

Clean, shiny hair looks beautiful. Smooth skin looks beautiful too. You look your best when you take care of your hair, skin, and nails.

Good foods keep your skin, hair, and nails healthy. When you eat fruits, vegetables, meat, fish, and milk, you are eating foods that help your hair, nails, and skin be healthy.

It is easy to take care of your nails. Wash your hands with soap and warm water when they look dirty. Wash your hands before you eat. Wash them after you use the bathroom. You can clean your nails with a small nail brush if they look dirty. Cut or file your finger nails before they get too long. Cut your toe nails before they get too long.

If your hair is oily, you should wash it two, three, or four times a week. Wash your hair with warm water and shampoo. Many people do not have oily hair. If your hair is not oily, wash it once a week with shampoo. Be careful to wash all the shampoo out of your hair. Comb and brush your hair every day to keep it neat. Use only your own comb and brush and use only your own hat. By following such practices of cleanliness, you can prevent scalp diseases.

We will now watch a filmstrip that will show us how to care for our hair, skin, and nails.

Use the following questions to stimulate class discussion:
What is one way that hair and nails are different?
What are the four major elements necessary for maintenance of the skin?
How often should you shampoo your hair?
Why is it important to keep your nails cleaned and trimmed?

OBJECTIVE 5 - 2.2.5

EVALUATION:

Have students identify in writing the proper procedures for taking care of the hair, skin, and nails.

ENRICHMENT/REINFORCEMENT:

Collect examples of advertisements that promise to make nails "long and hard," skin "clear and lovely," and hair "soft and managable." Analyze the wording to determine if these ads are misleading.

Keep track of how much money you and your parents spend on your hair, skin, and nails during one month. Are the results worth the cost?

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Skin, Hair, Nail Care	5.C.2	45 minutes

OBJECTIVE 5 - 2.2.5 Identify the proper procedures for the care of the skin, hair, and nails.

INSTRUCTIONAL MATERIALS:

J.B. Richmond, et al, You and Your Health, 5:, (Glenview, Illinois: Scott, Foresman, and Company, 1977) pp. 101-105.

PROCEDURES:

Yesterday's filmstrip and class discussion has made us aware of the proper care of our skin, hair, and nails.

Our textbook pages 101-105, will give us additional information. Read these pages silently and then we will discuss what you have read. Use the following questions to stimulate discussion.

What can you do after bathing to help keep your skin soft and smooth?
Why should you rinse your hair well after shampooing it?
Why is it not a good idea to let your fingernails and toenails grow too long.

EVALUATION:

Teacher judgment of student's understanding of the proper care of skin, hair, and nails.

ENRICHMENT/REINFORCEMENT:

Arrange to invite a local dermatologist to your class to discuss the best measures to take in order to prevent skin and hair problems.

LESSON PLANS

CONCEPT/SKILL - GIRLS Changes During Puberty	TEST IMS	ESTIMATED TIME 45 Minutes

OBJECTIVE 5 - 2.2.6 Discuss changes in the body that occur during puberty. (NOTE: SCHOOL BOARD GUIDELINES FOR IMPLEMENTING PERSONAL HYGIENE OBJECTIVES MUST BE FOLLOWED.)

INSTRUCTIONAL MATERIALS:

School Board Guidelines for Implementing Personal Hygiene (copy included).
Example of parental permission form (copy included).
Films: Naturally a Girl and My Mom's Having A Baby (Duval County School Board Film Library)

SUPPLEMENTARY MATERIAL:

Films: Story of Menstruation and The Strange Ones (Duval County School Film Library)
Booklets: Growing Up and Liking It ($2.50 per 25)
How Shall I Tell My Daughter? (For parents $4.00 per 25)
(Booklets may be purchased from:
Consumer Information Center
Box 6 - GU
Personal Products Company
Milltown, New Jersey 08850)

PROCEDURE:

Introduce and show the films. You may want to invite a local physician or nurse to discuss and answer questions students might have regarding this topic.

Revised 1982-83

LESSON PLANS

CONCEPT/SKILL - BOYS Changes During Puberty	TEST IMS	ESTIMATED TIME 45 Minutes

OBJECTIVE 5 - 2.2.6 Discuss changes in the body that occur during puberty. (NOTE: SCHOOL BOARD GUIDELINES FOR IMPLEMENTING PERSONAL HYGIENE OBJECTIVES MUST BE FOLLOWED.)

INSTRUCTIONAL MATERIALS:

School Board Guidelines for Implementing Personal Hygiene (copy included).
Example of parental permission form (copy included).
Filmstrip: "There's A New You Comin" for boys (Duval County School Board Film Library)
Film: My Mom's Having A Baby (Duval County School Board Film Library)

SUPPLEMENTARY MATERIAL:

Film: Boys Aware (Duval County School Board Film Library)

PROCEDURE:

Introduce and show the film and filmstrip. You may want to invite a physician or nurse to discuss and answer questions the students might have regarding this topic.

Revised 1982-83

GUIDELINES FOR IMPLEMENTING PERSONAL HYGIENE OBJECTIVES

1. Secure parental permission for students to participate at least two weeks prior to presentation. Include the following information:
    a. State the objective for teaching the lesson.
    b. List the materials to be used.
    c. Provide parents an opportunity to preview materials.
    d. List the speakers with their qualifications.
2. Students will be excused from such instruction without penalty with parental request.
3. Separate boys and girls for instruction.
4. The principal shall be responsible for securing approved materials and speakers, and enforcing district policy in this subject area.

Objective 5 - 2.2.6

EXAMPLE

PARENTAL PERMISSION FORM
FOR
PERSONAL HYGIENE EDUCATION

The ________________________________ will be teaching the
(School)

personal hygiene lessons for boys and girls on ____________________.
(Date)

The lessons will include the following films and filmstrips:

____

____

____

Parents may preview these materials on ____________________
(Date)

or accompany the child during the instruction. Please sign this form and return to the school before ____________________ in order
(Date)

to assure your child the opportunity for this instruction.

____
(School's Principal)

- -

Check one and return to school:

I approve ____ I disapprove ____ the participation of my child in the above instruction.

____
(Parent's Signature)

GRADE LEVEL: Fifth

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
2.3 A well-balanced diet is basic to potential development.	Students will demonstrate knowledge of a well-balanced diet by doing the following: 2.3.1 name the six major classes of nutrients and their functions in the body; 2.3.2 classify foods into the four basic food groups; 2.3.3 identify the amount of food that approximates one serving, and the number of servings needed daily from each of the four food groups; and 2.3.4 analyze selections of food for one day.

CONCEPT/SKILL	TEST	ESTIMATED TIME
Nutrients	IMS 5.C.2	45 minutes

OBJECTIVE 5 - 2.3.1 Name the six major classes of nutrients and their function in the body.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Educational Activities, Inc. Nutrition For You. (available in your media center)
Filmstrip: "What Is Nutrition?"

PROCEDURES:

We all know that a well balanced diet is necessary to have a healthy body and develop properly.

All plants and animals are made up of 6 chemical compounds called nutrients. Today we will see a filmstrip about food and their nutrients. Watch carefully so that you can learn about the six major nutrients.

After the filmstrip, stimulate discussion with the following questions.
What is nutrition?
What is poor nutrition called?
What are the six classes of nutrients?
Which nutrient makes up 66% of your body weight?
How are nutrients distributed into your body?

EVALUATION:

List the six main nutrients.

ENRICHMENT/REINFORCEMENT:

Have students imagine this story and solve the problem posed. You are lost in a dense forest or marooned on an island.
How would you survive?
What would your nutrient sources be?
How would you ration your food?

Have students categorize each of the foods they eat according to its source (plants, trees, roots, animals, fish, fowl, etc.)

LESSON PLANS

CONCEPT/SKILL Nutrients	TEST IMS 5.C.2	ESTIMATED TIME 45-minutes

OBJECTIVE 5 - 2.3.1 Name the six major classes of nutrients and their functions.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Educational Activities, Inc. Nutrition For You.
(available in your media center)
Filmstrip: "You Are What You Eat"

PROCEDURES:

We have talked about the six main nutrient groups and the need for eating from the four food groups in order to get these nutrients. The filmstrip we are going to see will review some of this information. Listen for information about the importance of these nutrients to the proper functioning of the body.

After viewing filmstrip, use the following questions to stimulate discussion.
What is meant by nutritional value?
Why do we need protein?
What do carbohydrates and fats provide?
Which of the nutrients repair tissues and regulate chemical processes in your body?
Why do we need vitamins in our body?

EVALUATION:

Have students write a brief answer to each of the following questions.
What should you remember about the calories in food as you plan your diet?
Why do you need to be aware of the four food groups?
Why is variety in your diet important?

ENRICHMENT/REINFORCEMENT:

Have students collect and bring in labels (nutrition information) on different food packages. Have them identify the nutrients (or nutrient groups) and determine how much of the Recommended Daily Allowance of each nutrient is in each food item. Have students compare and contrast different foods for nutritional value.

Have students start and maintain a folder containing newspaper and magazine articles on foods and their nutrients. Have them analyze the articles for contradiction and evaluate media information.

LESSON PLANS

CONCEPT/SKILL Nutrition	TEST IMS 5.C.1	ESTIMATED TIME Two 45-minute periods

OBJECTIVE 5 - 2.3.2 Classify food into the four food groups.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Nutrition With Nelson
- Class Record Sheet
- Teacher's Guide
- Students booklets (pages 1-6)
- Pretests
- Filmstrip/Cassette
- Parent Leaflets

Filmstrip Series, Society For Visual Education, The Nutrition Connection
Filmstrip: "The Food Groups and Nutrients" (available in your media center)

NOTE TO TEACHER: Dairy Council Kit can be obtained only by attending a nutrition workshop in the fall. If you do not have this Kit, use other material available in the Health Education files located in your media center.

PROCEDURE:

Follow directions in Teacher's Guide for Lessons 1 and 2.

EVALUATION:

Posttest will be administered at the end of this unit. (Lesson 8)

ENRICHMENT/REINFORCEMENT:

Show filmstrip "The Food Groups and Nutrients" and select activities provided in the teachers quide for students to complete that reinforce filmstrip concepts.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Nutrition	5.C.9	Three 45-minute periods

OBJECTIVES - 2.3.3 List the number of daily servings needed from each of the four food groups.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Nutrition With Nelson.
- Teacher's Guide
- Student booklets (pages 7-14)
- Milk group serving size poster
- Andy's Food Choices poster
- 3-2-4-4 badges
- Meat group serving size poster
- Judy's Food Choices poster
- Vegetable-fruit group serving size poster
- Bread-cereal group serving size poster

NOTE TO TEACHER: Dairy Council Kit can be obtained only by attending a nutrition workshop in the fall. If you do not have this kit, use other material available in the Health Education files located in your media center.

PROCEDURE:

Follow directions in Teacher's Guide for Lessons 3, 4, and 5.

EVALUATION:

Posttest will be administered at the end of this unit. (Lesson 8)

ENRICHMENT/REINFORCEMENT:

Have each student write the number pattern 3-2-4-4 and explain to another student what it means.

An enrichment unit, "Animal Feeding Demonstration," is available from the Dairy Food and Nutrition Council. This is a six week demonstration using two white rats which are supplied by the Dairy Council. The purpose of this demonstration is to promote better knowledge of food and its relationship to good health and growth.

For information concerning this unit, write to:

Dairy and Food Nutrition Council
P.O. Box 7813
Orlando, FL 32854

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Nutrition	5.C.1, 5.C.9	Two 45-minute periods

OBJECTIVE 5 - 2.3.4 Analyze selections of food for one day.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Nutrition With Nelson.
- Teacher's Guide
- Student booklets (pages 15-18)
- Bill's Food Choices poster
- Mike's Food Choices poster
- Sally's Food Choices poster
- Daily Food Choices sheets
- Posttests

NOTE TO TEACHER: Dairy Council Kit can be obtained only by attending a nutrition workshop in the fall. If you do not have this kit, use other material available in the Health Education files located in your media center.

PROCEDURE:

Follow directions in Teacher's Guide for Lessons 6, 7, and 8.

EVALUATION:

Administer the posttest for the entire unit as directed on page 17 of the Teacher's Guide.

ENRICHMENT/REINFORCEMENT:

Distribute extra copies of the "Daily Food Choices Sheets" to students. Have them plan meals for a day. Then analyze these meals to see if they contain at least the recommended minimum number of servings from each food group.

LESSON PLANS

CONCEPT/SKILL Nutritional Value	TEST IMS 5.C.9	ESTIMATED TIME 45 minutes

OBJECTIVE 5 - 2.3.4 Analyze selections of food for one day.

INSTRUCTIONAL MATERIALS:

Resource Speaker: Cafeteria Manager
Poster: Four Food Groups (available from Cafeteria Manager)
Filmstrip Series, Society For Visual Education, The Nutrition Connection
Filmstrip: "Nutritious Meals" (available in your media center)

PROCEDURE:

We can appreciate the food served in the lunchroom each day more when we have a better understanding of the nutritional value of the foods served.

Let's look at the poster and review the food groups and the nutrients they provide.

Our cafeteria manager, Mrs.__________________________, is here to answer any questions you might have concerning the use of these food groups in planning a menu. After the discussion, Mrs. ____________________ will help you plan a school lunch menu based upon the nutrient value of the foods

EVALUATION:

Accurate completion of a balanced menu.

ENRICHMENT/REINFORCEMENT:

Divide the class into small groups and have each group devise their own menu and present it to the class. Ask them to include in their discussion what nutrients are provided in each food they have chosen.

Show filmstrip "Nutritious Meals" and select activities in teachers guide for students to complete that reinforce filmstrip concepts.

GRADE LEVEL: Fifth

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
5 - 2.4 The choices of the consumer will affect his potential development.	Given proper materials and directions, students will do the follow 5 - 2.4.1 tell why we are all health consumers; 5 - 2.4.2 classify what health consumers use under each of the following headings: information, products, services; 5 - 2.4.3 identify two criteria for selecting and buying a product; 5 - 2.4.4 identify ways that advertising influences our choice of products; 5 - 2.4.5 identify dangers of self-diagnosis and treatment; and 5 - 2.4.6 cite three agencies that protect the health consumer.

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Health Consumers	5.C.8, 5.C.9	45 minutes

OBJECTIVE 5 - 2.4.1 Tell why we are all health consumers.

INSTRUCTIONAL MATERIALS:

A list of health products (teacher designed)
3M Company, School Health Education Study, Concept 8, Level II-A, "Transparency A." (Master included, colored set available in your media center.)

PROCEDURES:

Today we are going to talk about consumers. Consumers are people that use different kinds of products. Everyone is a health consumer; our parents, relatives, friend, neighbors, even you. For instance, when you ask your parents for a certain kind of bandage to put on scratches and scrapes, you are acting as a health consumer. When you eat your favorite nutritious cereal, you are also a health consumer.

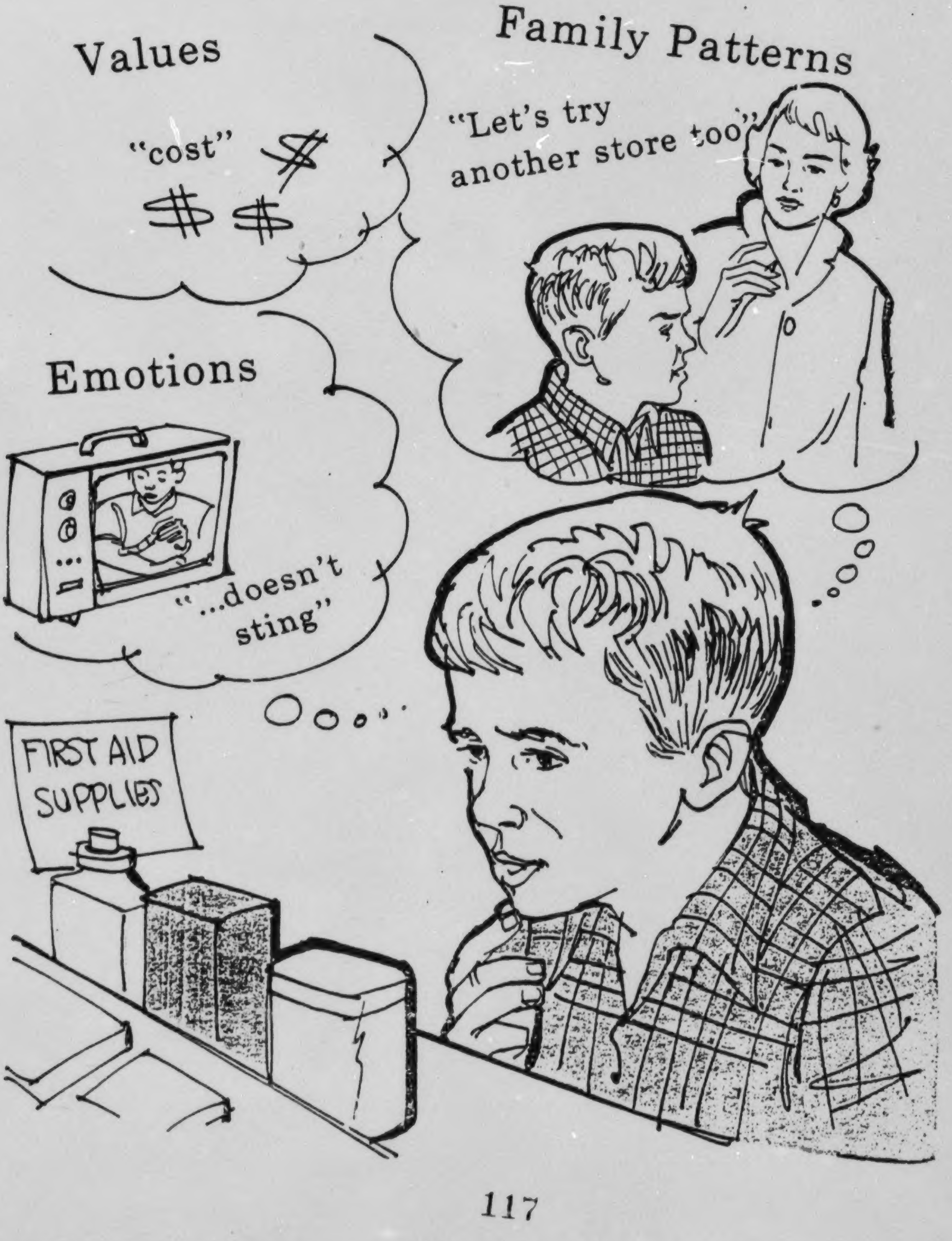
Show Transparency A and ask the following questions to stimulate discussion.
What are the three determining factors shown in this picture that will influence your choice?
What kind of antiseptic do you like to use? Why?
What is the boy in the picture thinking about?
Are there any of these influences that do not affect you when you want to buy something?

EVALUATION:

Give students a list of health products. Have students state the reasons they prefer certain products/brands.

ENRICHMENT/REINFORCEMENT:

Ask students to interview an adult to find out their reasons for preferring certain products.


Values
"cost"
$ $ $
Family Patterns
"Let's try another store too"
Emotions
"...doesn't sting"
FIRST AID SUPPLIES

LESSON PLANS

CONCEPT/SKILL	TEST - IMS	ESTIMATED TIME
Classification	5.C.1	45 minutes

OBJECTIVE 5 - 2.4.2 Classify what consumers use under one of the following headings: information, products, or services.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 8, Level II-A, "Transparency B." (Master included, colored set available in your media center.)
List of items for classification. (teacher designed)

PROCEDURES:

What we use as health consumers can be arranged in three categories: health information, health products, and health services. What we use pertaining to health may be good to use or may not be. As health consumers, we need to know how to decide whether a certain item is good to use or is not good to use.

Show Transparency B and ask the following questions to stiumlate discussion.
What are some ways we receive information?
What are some items we could list in the product group?
What are some examples of health services?

EVALUATION:

Classify given items under one of the three headings: information, products, or services.

ENRICHMENT/REINFORCEMENT:

Prepare a bulletin board showing examples of each of the three categories.

A. Information
Includes what is:

- read
- heard
- seen

B. Products:

- foods
- drugs
- cosmetics
- household chemicals
- mechanical devices

C. Services:

- medical personnel
- health personnel
- quacks
- clinics
- hospitals
- health insurance plans

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Consumer Selection	5.C.9	Two 45 minute periods

OBJECTIVE 5 - 2.4.3 Identify two criteria for selecting and buying a product.

INSTRUCTIONAL MATERIALS:

Hubbard, Consumers' Choice.
Two different brands powdered cocoa (replace store labels with Brand One and Brand Two)
Hot water
Foam drinking cups (2 per student)
Student Sheet I (Master included, copy for each student)
Chart placed on chalkboard (example included)

PROCEDURES:

Ask the students how they would choose between two different brands of the same kind of food. Give them ample time to consider the question and to respond. You may want to start the discussion by asking the students to compare two different brands of hamburgers available at restaurants popular in your area.. (Size, taste, cost, or greasiness are just a few comparisons that the students usually make.)

Explain to the students that in this activity they will be rating two different brands of cocoa on their appearance, aroma, and flavor. Introduce the two brands, Brand One and Brand Two, pointing out that they come in red cups and blue cups, respectively. Read aloud the ingredients of each brand listed on the cocoa container. This oral reading insures that the students are aware of the "difference" in ingredients and thus may form different expectations about the taste of the two brands.

Instructions for Rating the Cocoas.

Distribute copies of Student Sheet I.

1. Have students fill a foam drinking cup with Brand One powdered cocoa mix necessary to make a one-half cup liquid. Rate the dry powder before adding water. Record their evaluation on student sheet one.
2. Add hot water to fill the cup only one-half full. The best way to do this is to make a pencil mark on the cup halfway from the bottom. Rate the liquid cocoa and record their evaluations on student sheet one. Tell the students that they should keep their reactions to themselves to avoid influencing the judgments of others.

OBJECTIVE 5 - 2.4.3

3. If the students are concerned that the taste of Brand One cocoa in their mouths will influence their rating of the Brand Two cocoa, suggest that they rinse their mouths out with water if it is convenient.
Repeat step 1 and 2, this time with the Brand Two cocoa.

EVALUATION:

Have the students record their personal ratings for each brand on their Student Sheets. Poll the students as to which brand they like the best. Record the results in a chart on the chalkboard. (example below) If anyone rates the two brands the same, add a column titled "Ties" to the right of the existing columns on the chart. Do not add this column before polling the students.

Chart:

WHICH BRAND IS BEST?

Brand One	Brand Two	Ties

ENRICHMENT/REINFORCEMENT:

Blindfolded Taste Test. After the students have decided which cocoa they prefer (and before you conduct the discussion), you might want to conduct a blindfolded taste test. Ask five or six children to taste the cocoa while blindfolded and to state their preference. Have the group discuss the results of these tests before proceeding with the rest of the discussion.

Objective 5 - 2.4.3

CONSUMERS' CHOICE

Student Sheet 1

Name ______________________________

RATING THE COCOAS

Brand One

Circle the number that best represents your opinion.

The Dry Mix	Excellent	Good	Fair	Poor
Aroma	4	3	2	1
Appearance	4	3	2	1
Flavor	4	3	2	1
Mixed with water	**Excellent**	**Good**	**Fair**	**Poor**
Aroma	4	3	2	1
Appearance	4	3	2	1
Flavor	4	3	2	1

To find the total, add all the numbers you circled.

TOTAL POINTS = __________

WHICH BRAND EARNED THE HIGHER RATING?

Brand Two

Circle the number that best represents your opinion.

The Dry Mix	Excellent	Good	Fair	Poor
Aroma	4	3	2	1
Appearance	4	3	2	1
Flavor	4	3	2	1
Mixed with water	**Excellent**	**Good**	**Fair**	**Poor**
Aroma	4	3	2	1
Appearance	4	3	2	1
Flavor	4	3	2	1

To find the total, add all the numbers you circled.

TOTAL POINTS = __________

LESSON PLANS

CONCEPT/SKILL	TEST . IMS	ESTIMATED TIME
Advertising	5.C.9, 5.C.14	45 minutes

OBJECTIVE 5 - 2.4.4 Identify ways that advertising influences our choice of products.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 8, Level II-A, "Transparencies C and D." (Masters included, colored set also available in your media center.)

PROCEDURES:

Today we are going to talk about how advertising affects our choice of products. You probably have seen television, newspaper, or magazine advertisements in which a well-known personality such as a movie star or athlete recommends a health product or service.

These media also use advertising techniques that contain words which focus attention as well as words which give information. Sometimes these words can be misleading.

Show Transparency C and ask the following questions to stimulate discussion.
Why do you think the company used a football player?
Why do you think the football player recommends Vita Vigs in this ad?
How do you think the boys in this ad feel about Vita Vigs?

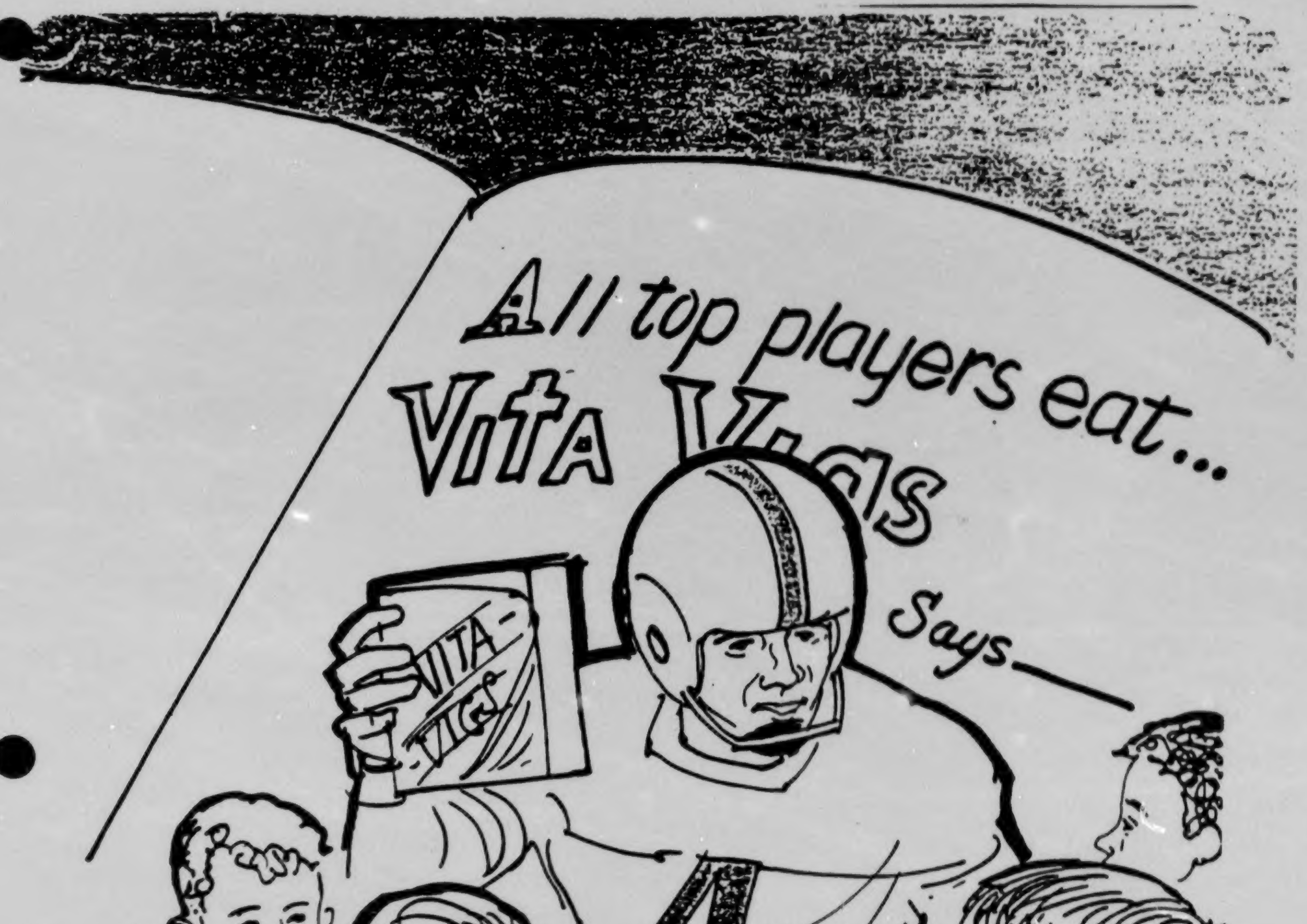
Show Transparency D and ask the following questions to stimulate discussion.
How did the designer try to make this ad appeal to you?
Do you believe all that this ad says?
Would you buy this equipment?

EVALUATION:

Have students give an example on paper of a misleading statement learned from the discussion of the transparencies.

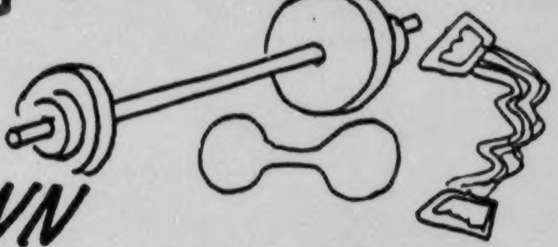
ENRICHMENT/REINFORCEMENT:

Ask students to bring advertisements to class showing a well-known person promoting various products. Discuss the ads in terms of the relative value of the products to the students and the validity of the information provided.


All top players eat...
Vita Vigs
Says—
VITA-VIGS
4

Objective 5 - 2.4.4 Transparency D

HEY BOYS and GIRLS JUST FOR YOU!



YOUR OWN HOME GYMNASIUM

All the equipment you need to develop coordination and build MUSCLES

Guaranteed to prepare you for Olympic competition

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Advertising Influences	5.C.9, 5.S.5	Two or three 45-minute periods

OBJECTIVE 5 - 2.4.4 Identify ways that advertising influences our choice of products.

INSTRUCTIONAL MATERIALS:

Hubbard, Madison Avenue
Student Sheet 1 (Master included, make a copy for each student.)
Student Sheet 2 (Master included, cut and give one Appeal Card to each pair of students.)
Sample advertisements from magazines
Art materials - crayons or colored pens, scissors, butcher paper 30 cm x 50 cm

PROCEDURES:

Initiate a discussion about advertising by asking the students to share some ads they have heard or seen (i.e., breakfast cereal boxes, billboards, TV ads).
What age group was the ad designed for?
How did the advertiser try to entice the consumer to buy the product?

Distribute the copies of Student Sheet 1. Explain that the ads are for a new cereal called Crispy Crunchies. Read the cereal description to the class: "New Crispy Crunchies. . . a light, whole-grain cereal with a crisp, crunchy taste that supplies you with 100 percent of the RDA (Recommended Daily Allowance) of vitamins and minerals."

Have the class look at picture #1 on the Student Sheet (the woman doctor). Ask the following questions:
What characteristics do you expect the person in the picture to have? (responsibility, intelligence, etc.)
What characteristics do you think a person who likes this ad would have?
What group does this ad appeal to?
Who would ignore this ad?
Who would dislike this ad?
Would you believe the person in the ad? Why or why not?
Which of the appeals on the chart does this ad use?

EVALUATION:

Give each student two advertisements to analyze correctly. For example: the age group ad will appeal to and ways used to entice the consumer.

OBJECTIVE 5 - 2.4.4

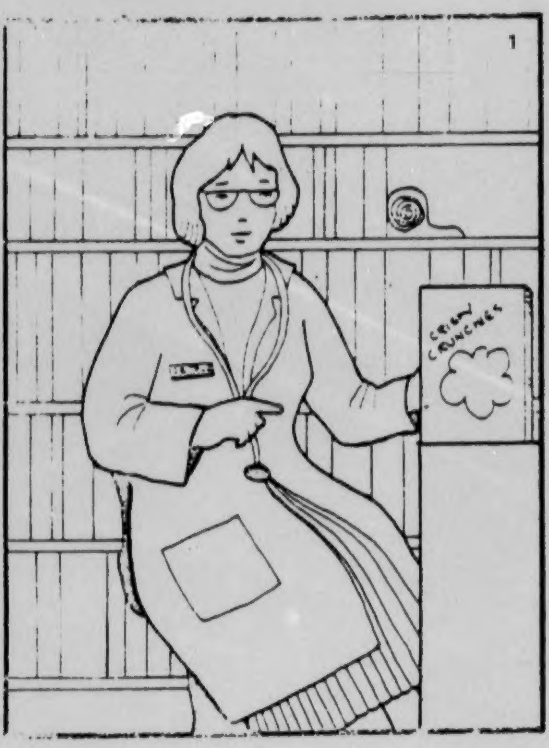
ENRICHMENT/REINFORCEMENT:

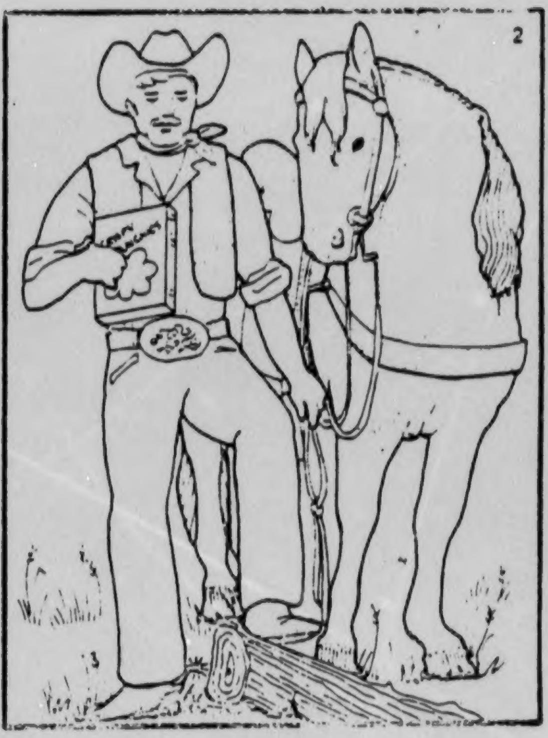
Designing Advertisements

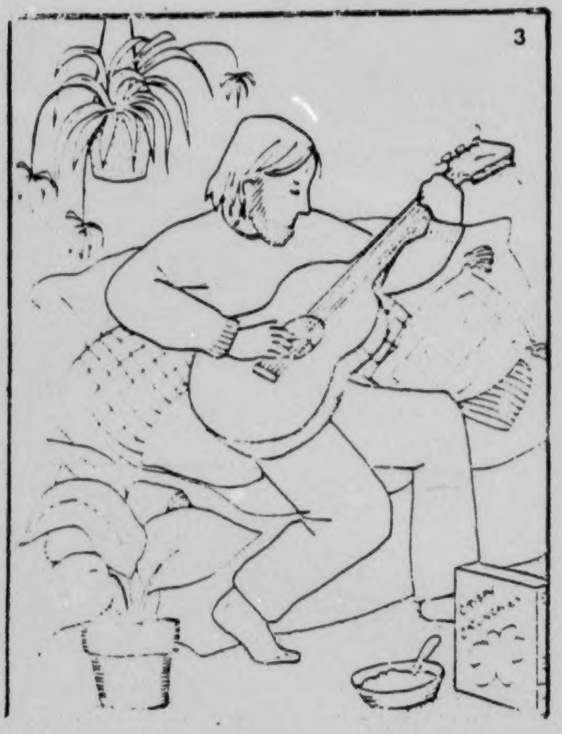
1. Let the students pair up.
2. Give each pair of students an appeal card.
3. Have the students collect their art materials and design their ads, following these instructions:
   Your ad should use the appeal on your Appeal Card.
   Keep your appeal a secret. Later, the class will try to guess which appeal your ad uses.
   Be as imaginative as you can.
   Your ad should be big enough to be seen across the room.
   Write your appeal on the back of your ad.
4. Circulate to assist students.

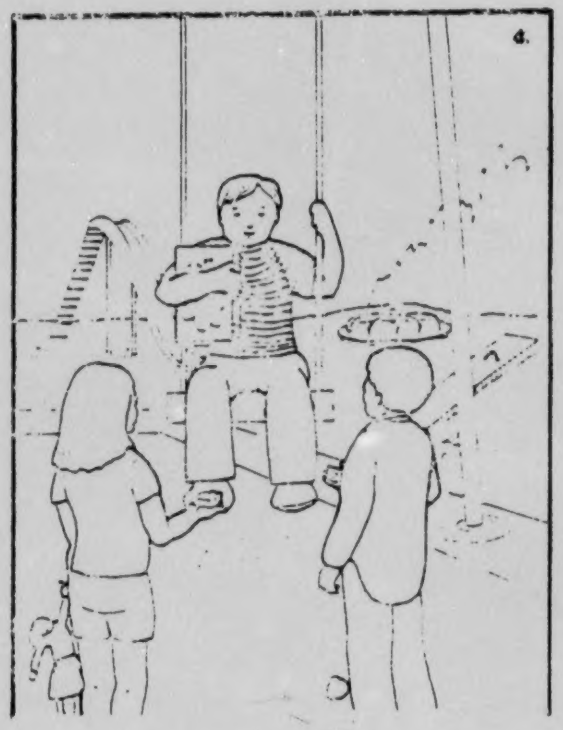
Sharing the Results

1. Ask for volunteers to present their ads.
2. Have the class guess what each ad's appeal is.
   What part of the ad is a clue to the appeal?
   Have one student from each pair read their Appeal Card and explain how the ad makes the appeal.
   What other ways could the same appeal have been made?









HEALTH ACTIVITIES PROJECT

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Objective 5 - 2.4.4 Appeal Cards Student Sheet 2

Madison Avenue APPEAL CARD FAME: Use a famous person in your ad to sell Crispy Crunchies.	Madison Avenue APPEAL CARD PERSONAL APPEAL: Use personal appeal to sell Crispy Crunchies.
Madison Avenue APPEAL CARD YOUTH APPEAL: Make your ad appeal to your age group.	Madison Avenue APPEAL CARD BAND WAGON: Make people want to be part of the crowd that eats Crispy Crunchies.
Madison Avenue APPEAL CARD STATISTICS: Use statistics to sell the product.	Madison Avenue APPEAL CARD SNOB APPEAL: Make people think that they will be part of an elite group if they eat Crispy Crunchies.
Madison Avenue APPEAL CARD HUMOR: Make people laugh with your Crispy Crunchies ad.	Madison Avenue APPEAL CARD HAPPY-FAMILY APPEAL: Make people think of happy families when they see Crispy Crunchies.
Madison Avenue APPEAL CARD TESTIMONIAL: Offer a testimonial for Crispy Crunchies from a mother	MADISON Avenue APPEAL CARD HEALTH APPEAL: Appeal to a person's concern for his or her health.

HEALTH ACTIVITIES PROJECT

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CONCEPT/SKILL Diagnosis/Treatment	TEST IMS 5.C.4, 5.C.8	ESTIMATED TIME Two 45 minute periods

OBJECTIVE 5 - 2.4.5 Identify dangers of self-diagnosis and treatment.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 8, Level II-E, "Transparencies D, E, L, N, and R." (Masters included, colored set also available in your media center.)

PROCEDURE:

Prescription drugs are recommended and intended for individual ailments and should not be used by others. The doctor completes the prescription form by filling in what medicine is to be mixed and then he signs the form.

When the druggest fills the prescription, he usually puts a label on the medicine which indicates the contents, the recommended doses, the amount to be taken during a period of time, and any other important information.

Transparency E
Have you ever had a form like this?
What will be written in the space at the bottom of the form?

Transparency L
Which of these warning statements have you seen before?
Can you think of other "warning statements" that might be used?

Transparency N
Is this woman being wise?
What might result from her foolish actions?

Transparency R
Do you think Mr. Smith is following the directions on the medicine bottle?
Do you know anyone that takes medicine this way?

EVALUATION:

Have students write the correct responses for Transparency D.

OBJECTIVE 5 - 2.4.5

ENRICHMENT/REINFORCEMENT:

Have students collect labels from different drugs and products. Discuss why labeling information and directions are needed. Let them make cartoons to illustrate, "I followed directions on the label," "I didn't follow directions on the label," or "I thought I knew what was making me ill."

Ask students to comment in written form on such problem situations as the following:

1. "The light in the bathroom was burned out, but John found the medicine he needed."
2. "Joe didn't have a spoon handy so he took a small drink of the medicine right out of the bottle."

Discuss the responses in class.

YES OR NO ?

	YES	NO
If A Container Has A Poison Label On It, We Should Let It Alone.		
Everyone Should Take Vitamin Pills.		
Pills That Taste Like Candy Are Safe To Take Without Supervision.		
Cleaning Substances Should Be Kept In A Different Place From Food.		
Self–diagnosis Means Taking A Drug Without The Advice Of A Physician.		
When A Spray Is Being Used, Avoid Inhaling The Fumes.		
Anything Without A Poison Label On It Is Safe To Take.		

Objective 5 - 2.4.5 Transparency D

PRESCRIPTION FORM

Jack J. Jones, M.D.

Office Hours
9-12 A.M.
1-5 P.M.

Physician and Surgeon

123 Tenth Ave. York, Texas

Telephone
887-8852
745-9361

Patient's Name ______________________________

Address ________________________ Date _________

℞

________________________ M.D.

Registration No. 4321

Objective 5 - 2.4.5   Transparency E

COMMON CAUTION AND WARNING STATEMENTS

Do Not Use When Nausea or Vomiting Are Present

Keep Out of the Reach of Children

Don't Apply to Broken Skin

If Symptoms Persist Consult a Physician

Do Not Drive or Operate Machinery When Using This Drug

Discontinue Use if Dizziness or Blurred Vision Occurs

Do Not Exceed 5 Tablets in Any 24-Hour Period

May Cause Skin Irritation or Eye Damage

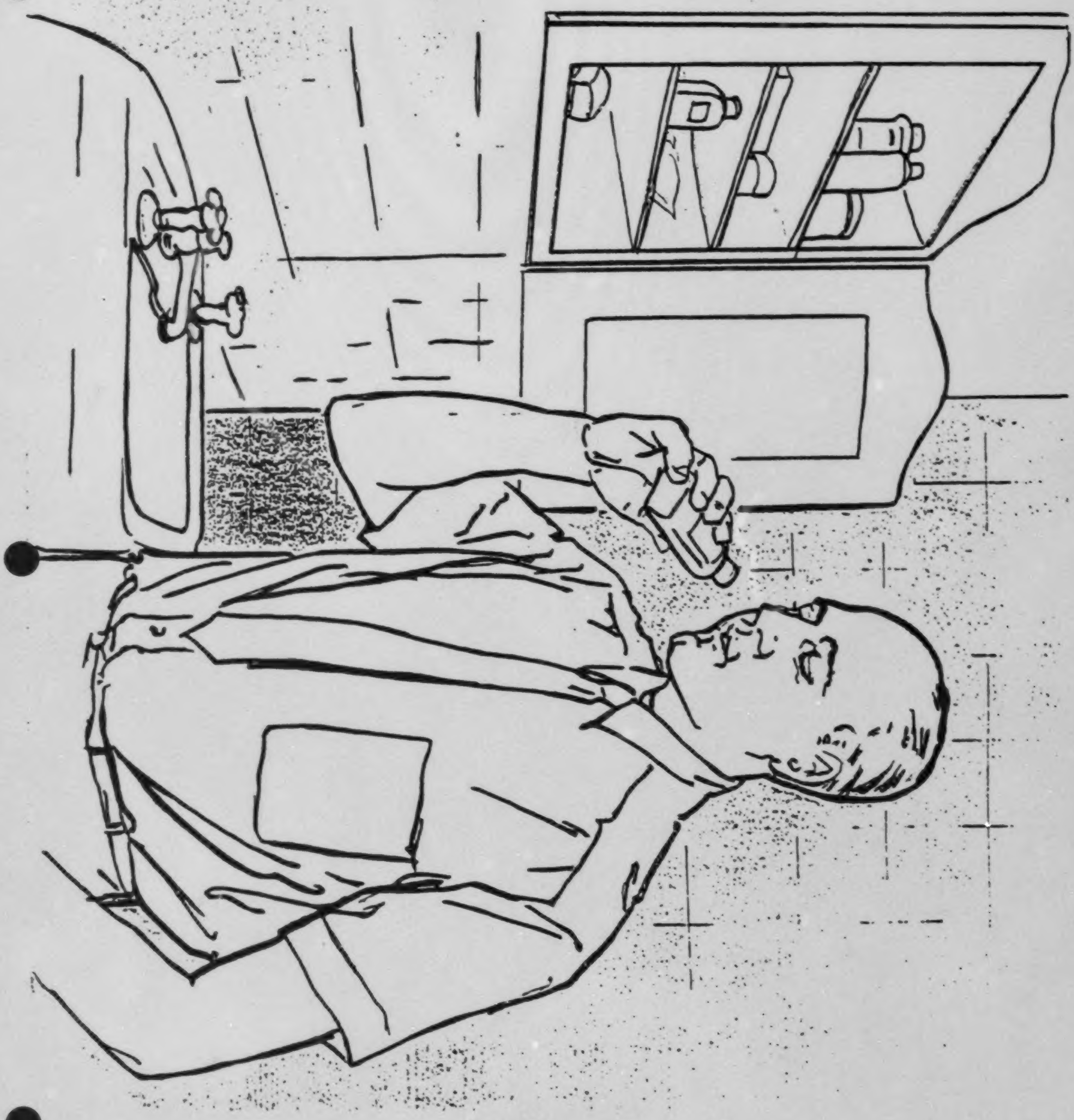
Objective 5 - 2.4.5 Transparency L

Objective 5 - 2.4.5 Transparency N

"Stomach pains for three days . . .

I'll try the pills the physician gave my husband last year for a similar pain."

Objective 5 - 2.4.5 Transparency R



LESSON PLANS

CONCEPT/SKILL Consumer Agencies	TEST IMS 5.C.2	ESTIMATED TIME Two 45-minute periods

OBJECTIVE 5 - 2.4.6 Cite 3 agencies that protect the health consumer.

INSTRUCTIONAL MATERIALS:

Osceola County School District, Project SCAT
Transparency "Got a Gripe." (master included)
Activity Sheets "Reaction Reporting Form" and "Lesson Check-up" (Masters included, make a copy for each student.)

PROCEDURES:

As consumers, we need to be protected from unreliable businesses and people that serve us. The government has set up agencies whose main purpose is to investigate complaints and protect the consumer.

The Food and Drug Administration has the primary responsibility for watching over our food supply and for seeing that food laws are enforced. The FDA acts for the public interest to ensure that consumers get safe, sanitary, and properly labeled products.

The Federal Trade Commission investigates false advertising claims. Pricing and distribution practices are reviewed by the FTC to maintain active competition within the industries.

The Consumer Product Safety Commission regulates the relative safety of most noncosmetic, nondrug substances used in the home.

A division of the Treasury Department handles complaints concerning alcohol, tobacco, firearms, and explosives.

Show Transparency "Got A Gripe" and discuss the procedure for reporting a complaint to the proper agency.

Give students a copy of the "Reaction Reporting Form" and have them practice filling it out.

EVALUATION:

Have students complete the Activity Sheet, "Lesson Check-up."

OBJECTIVE .5 - 2.4.6

ENRICHMENT/REINFORCEMENT:

Consider the following situation and make a judgment as to which agency should be involved:

Mel owns a fast food shop on Route #99. He does a lot of business and never seems to have time to clean the place thoroughly. A few customers have complained about the floor, an occasional dirty dish, and the smudged counter tops.

Carol owns a dairy farm. She knows that Carlos--next farm over--is making money selling unpastuerized milk. People want it. So she began to make home deliveries of unpastuerized milk. Recently, she started selling it to supermarkets.

George Amurizio works as a chemist. Recently, he developed a really neat red dye. It makes lipstick really red and cherries brilliantly red. He was going to market it to food processors, but the government stopped him until he did tests. George is really angry. "Isn't this a free country?"

Have students prepare a bulletin board display of magazine and newspaper articles concerning Federal Health Agencies.

OBJECTIVE 5 - 2.4.6

GOT A GRIPE?

Report it!

1. Report your grievance promptly, giving your name, address, telephone number, and directions to your home or place of business.
2. State clearly what appears to be wrong.
3. Describe the label of the product and give any code marks that appear on the container. (In the case of a canned food, these are usually embossed into or stamped on the lid of the can.)
4. Give the name and address of the store where the item was purchased and the date of purchase.
5. Plastic wrap and refrigerate the remains of the suspect product or the empty container for your doctor's guidance or possible examination by state or federal inspectors.
6. Hold any unopened container of the product bought at the same time.
7. If any injury is involved, see a doctor at once.
8. Also report the suspect product to the manufacturer, packer, or distributor shown on the label of the product and to the store where your bought it.

Report to:

Your County Health Department

Your State Agency:

Bureau of Food Grades and Standards
Division of Inspection
Florida Department of Agriculture and Consumer Services
Tallahassee, Florida 32301 (904) 488-3951

The FDA:
U.S. Food and Drug Administration
5600 Fishers Lane
Rockville, Maryland 10852

(You may have district offices of these agencies in your community. Check your telephone directory under the name of your state and under U. S. Government.)

OBJECTIVE 5 - 2.4.6
Activity Sheet

REACTION REPORTING FORM

Mail to: Food and Drug Administration
Division of Cosmetics Technology (HFF-440)
200 "C" Street, S.W.
Washington, D.C. 20204

Name: ______________________ Date: __________

Address: ______________________________

____

Product (e.g. hand lotion) ______________________

Brand Name (e.g. Camelot) ______________________

Additional Name (e.g. Magically Moist) ______________________

Manufacturer's Name and Address (e.g. ABC Cosmetics, Inc., Dollard, Maryland)

____

Packaging or Application Type (e.g. roll on, aerosol, gel, etc.) __________

____

Code or Lot Number ______________________

Approximate Date of Purchase ______________________

☐ Male ☐ Female Age ________

Special Skin Condition (e.g. acne, eczema, etc.) ______________

____

Related Health Problems (e.g. asthma) ______________

Date or Dates of Use ______________________

Description of Adverse Reaction (check where applicable)

☐ rash ☐ reddening ☐ swelling ☐ sneezing ☐ other

Comment: ______________________________

____

____

____

Reaction Confined to Area of Application Only ______________

Reaction Spread to Surrounding Areas Beyond Application ______________

Reaction Appeared: ☐ immediately ☐ one hour later
☐ one to six hours later ☐ after repeated application ☐ other

Area of Body to Which Product Was Applied ______________

Area of Body on Which Reaction Occurred ______________

Approximate Date of Reaction ______________

Signature ______________________________

OBJECTIVE 5 - 2.4.6 LESSON CHECK-UP

Read each situation carefully and then check the agency whose job it would be to deal with the situation.

Food and Drug Administration	Consumer Product Safety Commission	
______	______	1. Establishes a laboratory designed to research the causes of bicycle injuries.
______	______	2. Issues safety standards for Christmas tree lights.
______	______	3. Requires a cracker manufacturer to list the net contents of the box of crackers on the box.
______	______	4. Requires the aspirin bottles to have "child-proof" caps.
______	______	5. Checks radar ranges for radiation factors.
______	______	6. Requires a lipstick to be removed from the market because it contains a harmful ingredient.
______	______	7. Inspects interstate snack bars for sanitary practices.
______	______	8. Checks fabrics to determine how easily they burn.

GRADE LEVEL: Fifth

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
5 - 2.5 Knowledge of alcohol's affect on physical, mental, and social health is necessary in today's society.	Given proper materials and directions, students will do the following: 5 - 2.5.1 identify ways that alcohol can affect all people; 5 - 2.5.2 select three ways that alcohol affects the human body; 5 - 2.5.3 distinguish between fact and myth concerning alcoholic beverages; 5 - 2.5.4 identify the danger signs of a drinking problem; 5 - 2.5.5 identify alcoholism as an illness; and 5 - 2.5.6 identify steps in making responsible decisions concerning use/misuse of alcohol.

CONCEPT/SKILL Alcohol/People	TEST IMS 5.C.5, 5.C.8	ESTIMATED TIME 30 minutes

OBJECTIVE 5 - 2.5.1 Identify ways that alcohol can affect all people.

INSTRUCTIONAL MATERIALS:

Pretest (Master included, make a copy for each student.)

PROCEDURES:

Today we are going to begin a unit on alcoholic beverages. Alcoho
misused more than any other drug in the United States. In 1978, Am
spent 4.3 million dollars hourly for alcoholic beverages. Ten mill
Americans are alcoholics.

You are going to take a test to see how much you already know about a
You are not expected to know all the answers so do not be concerned i
can't answer all the questions.
After we finish the entire unit of study, you will take the same test again and you will be able to see how much you have learned. Draw a circle around the word "Pretest" and begin the test.

EVALUATION:

The results of the pretest will be used later to evaluate this unit.

ENRICHMENT/REINFORCEMENT:

Research to find newspaper and magazine articles concerning the alcohol problem in the United States. Prepare a classroom display of this material.

Pretest Answer Key

1. C
2. B
3. B
4. E
5. D
6. D
7. B
8. B
9. C
10. T
11. F
12. F
13. T
14. T
15. F
16. F
17. F
18. T
19. F
20. T

OBJECTIVES 5 - 2.5.1 and 2.5.6

Pupil's Name	Score	Pretest Posttest

ALCOHOL EDUCATION UNIT

DIRECTIONS: Draw a circle around the best answer to each question.

1. It is illegal for persons in Florida to buy alcoholic beverages unless they are (a) over 21 (b) over 16 (c) over 19
2. Alcohol in the blood affects a driver by (a) pepping him up (b) slowing his reaction time (c) making him more cautious
3. In the United States, alcoholic beverages are consumed by (a) less than half the adults (b) nearly 3 out of 4 adults (c) only 1 out of 4 adults
4. How rapidly a person becomes a drunk depends on (a) what he drinks (b) how long between drinks (c) whether he has eaten (d) his size (e) all of these
5. Beverage alcohol is a good home remedy for (a) a cold (b) snakebite (c) depression (d) none of these (e) all of these
6. You can only become an alcoholic by drinking (a) hard liquor (b) wine (c) beer (d) any alcoholic beverage
7. The best description of alcoholism is that it is (a) a weakness (b) an illness (c) a crime (d) not much of a problem
8. In auto accidents in which someone is killed, alcohol is a factor in (a) about 1 in 10 (b) more than half (c) about 1 in 5
9. A person who has been drinking can sober up by (a) drinking black coffee (b) taking a cold shower (c) letting time pass
10. The same amount of alcohol can affect two people in different ways. T F
11. A person who abuses alcohol does not affect anyone but himself. T F
12. Alcohol will help keep you warm on a cold day. T F
13. Most alcoholics suffer from poor nutrition. T F
14. Alcohol is the most widely abused drug in the United States. T F
15. Beer will not make you as drunk as other alcoholic beverages. T F

OBJECTIVES 5 - 2.5.1 and 2.5.6

ALCOHOL EDUCATION UNIT

Pretest
Posttest

16. An alcoholic who undergoes treatment can learn to drink again in moderation. T F

17. Most alcoholics do not let their drinking interfere with their jobs. T F

18. Some people are much more likely to become alcoholics than others. T F

19. If we made it against the law to sell alcohol in the United States, we could solve the alcohol abuse problem. T F

20. It is extremely dangerous for a person who is taking sleeping pills or tranquilizers to also drink alcohol. T F

LESSON PLANS

CONCEPT/SKILL	**TEST** IMS	**ESTIMATED TIME**
Alcohol/People	5.C.2, 5.C.7	45 minutes

OBJECTIVE 5 - 2.5.1 Identify ways that alcohol can affect all people.

INSTRUCTIONAL MATERIALS:

Filmstrip: Educational Activities, Inc., "Alcohol and Children." (available in your media center)
Florida Alcohol Education Project, "Fact Sheets," (master included)

SUPPLEMENTARY:

Film: Alcohol, Our #1 Drug, Duval County School Board Film Library.

PROCEDURES:

Today we are going to see a filmstrip that will give you an idea of what we will be studying in this unit. Listen for answers to yesterday's test questions.

After viewing the filmstrip, use the following activity to stimulate discussion on ways alcohol cost all the people of the United States.

Using Alcohol Fact Sheet as a resource, write alcohol facts on 2x4 cards or strips of paper. Pass out each fact to students to read in class one at a time. Place the words Family, Industry, Accidents, and Individual on the chalkboard. As each fact is read ask students to decide which of these categories the fact is an example of alcohol having an effect on.

EVALUATION:

List at least five problems that can result from the use of alcohol.

ENRICHMENT/REINFORCEMENT:

A special effort should be made to get the film Alcohol, Our #1 Drug from the Duval County School Board Film Library.

After viewing the film, use the following questions to stimulate discussion.
  How did the film make you feel?
  How did the girl feel about her mother's drinking problem?
  How was the boy's life changed as a result of driving while under the influence of alcohol?
  How was his girl friend's life changed?

Objective 5 - 2.5.1

FACTS ABOUT ALCOHOL

A 1979 Gallup poll indicated that 69% of the United States adult population are drinkers.

Citizens of the United States spend $4 in expenses to counter alcohol problem situations for every $1 collected in taxable revenue. Alcohol related problems include: lost production, health and medical services, motor vehicle accidents, alcohol programs and research, criminal justice system, and social welfare system.

...Americans spent a record $4.3 million HOURLY for alcoholic beverages in 1978.

When we look at 1978 personal consumption expenditures by type we note that money spent for alcohol is nearly three times that spent on religious and (private) welfare activities and almost half the amount spent on medical care (personal health): (it is also nearly one third that spent on education).

Personal Consumption Expenditures by Type

Food	$143,608,000,000
Household Operations	117,504,000,000
Housing	116,367,000,000
Transportation	109,228,000,000
Education	97,225,000,000
Clothing	76,360,000,000
Medical Care	62,726,000,000
Recreation	52,280,000,000
Personal Business	45,183,000,000
Alcoholic Beverages	29,266,000,000
Tobacco	13,567,000,000
Personal Care	12,315,000,000
Religion, Welfare	10,848,000,000
Foreign Travel	5,595,000,000
Jewelry	4,944,000,000
Total	$886,981,000,000

..Private charity and welfare contributions. Does not include Federal, State or Local tax-supported welfare programs.

Source: U.S. Department of Commerce, Department of Health, Education and Welfare, DISCUS, Wine Institute, U.S. Brewers Association

In 1978, the distilled liquor industry spent $331 million on advertising in magazines, newspapers and billboards. However, their products received an additional boost on television (where they are prohibited from advertising) through the use of liquor in the plots of popular television programs. The NIAAA has expressed concern over four aspects of liquor on television:

1. Its frequent use, often as a prop
2. Portrayal of drunkenness as humor
3. Depiction of liquor as a problem solver
4. Portrayal of liquor as glamourous, sophisticated, or indicating maturity

80% of all television programs include use of alcohol in their format. "The advertising is designed to make the consumption of alcoholic beverages attractive, socially acceptable....In the trade, this is called subliminal advertising and it is very effective in getting the message across to the public." ...California study committee

Objective 5 - 2.5.1

ALCOHOL FACT SHEET

*** At least 10 million Americans have the illness alcoholism, which ranks third in the number of fatalities it causes, about 85,000 each year.

*** About 2 out of 3 alcoholics receiving competent professional treatment are now responding successfully. That means that 2 out of 3 confirmed alcoholics in treatment are recovering and returning to a normal life of meaning and fulfillment without the use of alcohol as a crutch.

*** Only about 5% to 8% of all the alcoholics in the United States could be classified as "skid row bums." The majority of alcoholics are employed, have a high degree of work skills, still live with their families, and represent a cross section of society.

*** Referring to an NIAAA statistic as quoted in a recent issue of TIME MAGAZINE, it was noted that one in 10 drinkers was either a problem drinker or an alcoholic. (20 million, total)

*** The female-to-male ratio of alcoholics is now estimated to be one to three.

*** On U.S. highways, alcohol is a major factor in half the fatal accidents per year causing approximately 28,000 deaths for the nation. In addition, alcohol is a factor in at least 800,000 "run-of-the-mill" crashes yearly.

*** In 1972, there were 750 deaths in Florida due to alcoholism, compared to 290 deaths due to the same causes in 1960.

*** A conservative estimate of alcoholics in Florida is 300,000. Since the average alcoholic has a family and close associates, almost an additional million Floridians feel the impact of the illness.

*** Current statistics indicate that of the 3,250,100 civilian employees in the State of Florida, approximately 320,510 are employees with behavioral/medical problems. These employees cost their employers $618,183,662 in wasted payroll dollars. Of this total amount, 160,255 are alcohol employees, costing $309,091,827 to their employers.

*** The Florida Alcoholism Treatment and Research Center is located just south of Avon Park. The Center is a 58-bed facility.

*** Approximately 650 - 700 patients are admitted annually to the Florida Alcoholism Treatment and Research Center for a treatment program of 28 days. The total cost to each patient is $594 - a cost which is adjusted in accordance with the patient's ability to pay.

*** The mean age of patients admitted to the Center is 46 years.

CONCEPT/SKILL	TEST	ESTIMATED TIME
Alcohol/Body	5.C.2	45 minutes

OBJECTIVE 5 - 2.5.2 Select three ways that alcohol affects the human body.

INSTRUCTIONAL MATERIALS:

Filmstrip: Walt Disney Educational Media Company, "Understanding Alcohol Use and Abuse."
Pamphlet: Alcohol, Some Questions and Answers, Department of Health, Education, and Welfare. (available in your media center)

PROCEDURES:

Today we are going to learn some ways that alcohol affects the body. As you watch the filmstrip "Understanding Alcohol Use and Abuse" listen to find out how alcohol affects the body.

. After viewing the filmstrip, use the following questions to stimulate discussion.
What will pure alcohol do to your body?
Where does alcohol go after it gets into the bloodstream?
What organ gets 1/5 of all the alcohol taken into the body?
What does alcohol do to certain areas of the brain?
What are the 2 roles of the brain that control our actions?
What are the 4 stages of inebriation?
How can alcohol affect your skin, sight, and heart?
What are the three components of the "health triangle?"

EVALUATION:

Have students list three ways alcohol affects the body.

ENRICHMENT/REINFORCEMENT:

Using the pamphlet "Alcohol, Some Questions and Answers", discuss the five factors that affect the blood alcohol level when a person drinks.

1. How much alcohol the drink contains.
2. How much food is in the stomach.
3. How rapidly one drinks.
4. The body weight of the drinker.
5. The drinker's experience with alcohol.

LESSON PLANS

CONCEPT/SKILL Alcohol/Body	**TEST** IMS 5.5.5	**ESTIMATED TIME** 45 minutes

OBJECTIVE 5 - 2.5.2 Select three ways that alcohol affects the human body.

INSTRUCTIONAL MATERIALS:

Transparency: "Brain" (Master included, make a copy for each student and 1 transparency)
Crayons
Pamphlet: How Alcohol Affects the Body, "Flying High," Rutgers University Center of Alcohol Studies. (available in your media center)

PROCEDURES:

In yesterday's filmstrip we learned that alcohol is a depressant. That means that the brain is sedated, just as if it were under an anesthetic in surgery. I will read you a story which will help explain how your brain can be put to sleep. The name of the story is "Flying High."

Since the story talked about sedating the brain cells, I'm going to give you a diagram of the brain and some crayons. Your diagram is flat but of course the brain is not. It will help you to think of the brain like an onion, with layer upon layer from the center like this: (illustrate on board)

Give each student a diagram of the brain. Have them find the cerebrum, which is the largest part of the brain. In the cerebrum are areas which distinguish man from the other animals, because they allow him to concentrate, to reason, and to make decisions about what he should or should not do.

Let us suppose that an average sized man drinks one highball, or a glass of wine, or two beers. His Blood Alcohol Level will be about three hundredths of a percent, or three drops of alcohol to every 10,000 drops of blood. Find that on your chart: it is written 0.03% and we call it point 03. Use your yellow crayon to code in the box beside this figure. Now, let's begin to sedate the brain. Color in the personality and judgment areas, the outermost layers of our "onion."

OBJECTIVE 5 - 2.5.2

Continue through the next two percentages, using, orange for .05 and red for .10. Emphasize that a person driving a car whose blood alcohol level is .10 is driving illegally and will be charged with driving while intoxicated (DWI). At this point the entire cerebrum should have color and students should have grasped the idea of deepening sedation.

Now move to the cerebellum, using purple and then blue crayons. Have students color lightly with these, so that the wording is still legible. You may need to teach the two functions of this part of the brain, unless you have already covered these words this year. Here they will be overlapping the colors of the cerebrum . . . again the "onion" analogy. If you are using color on your transparency they should have no difficulty with the concept. Otherwise you might shade in progressive layers of the circular sketch on the board.

Finally, use black, lightly, for the sedation of the medulla. This is the deepest portion of the brain and cannot consciously be sedated. This is the body's way of protecting itself against destruction of it's life support systems like breathing, heartbeat, etc.

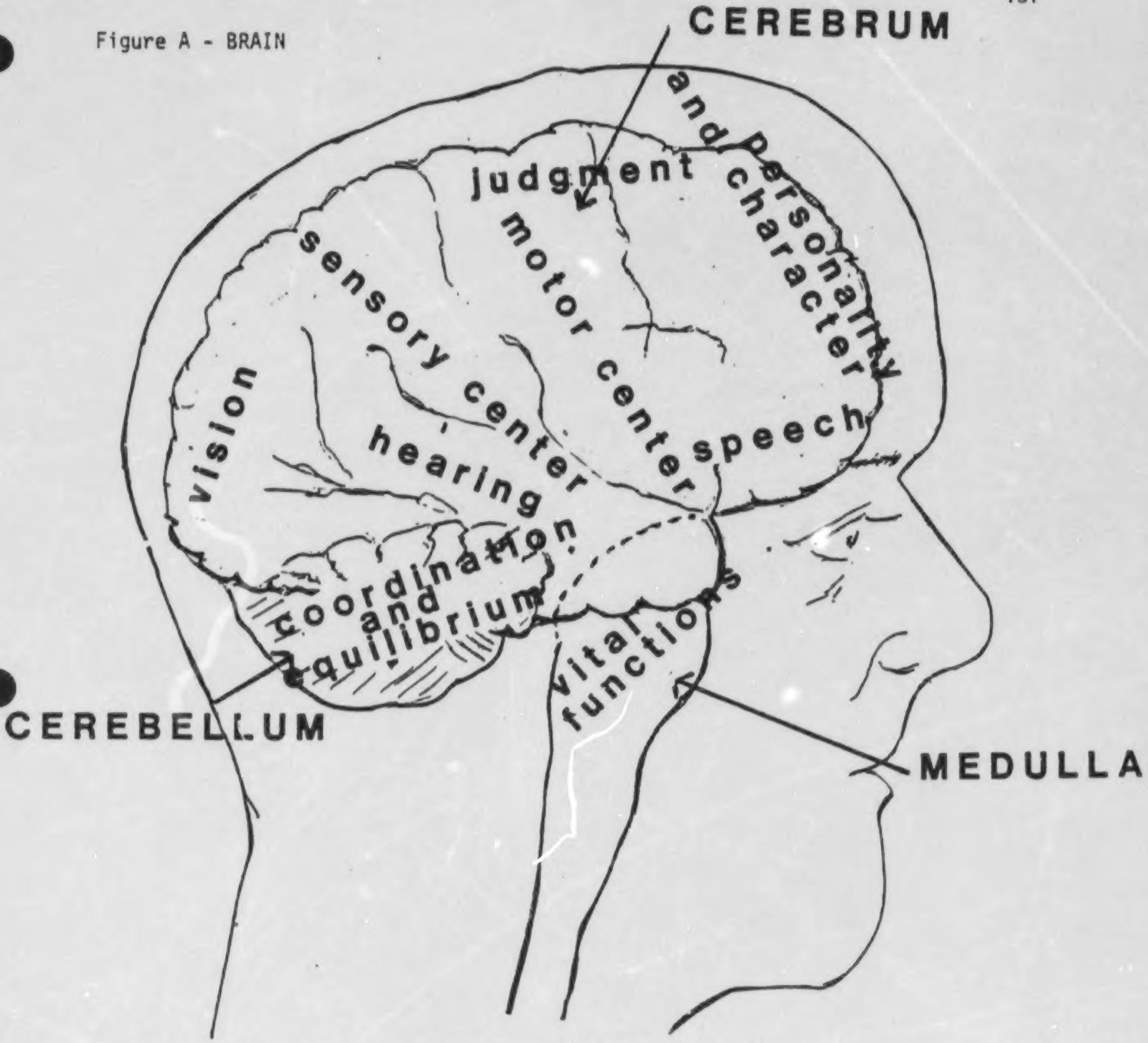
EVALUATION:

Teacher's judgment of student's understanding of material and successful completion of the diagram.

ENRICHMENT/REINFORCEMENT:

Have students research to find out the effects alcohol has on the other organs of the body.

Figure A - BRAIN



☐	0.02 - 0.03%	Some change in feelings and emotions; slight dizziness
☐	0.05 - 0.06%	Performance skills affected, takes more chances; slower reaction time
☐	0.09 - 0.10%	Definite change in mental and motor performance; LEGAL INTOXICATION
	0.12%	Drowsiness, clumsiness, unsteady walking or standing
	0.15%	Obvious intoxication, mental confusion, staggering, slurred speech, double vision
	0.3%	Stupor
	0.4%	Deep anesthesia
	0.5%	Death

CONCEPT/SKILL Fact or Myth	**TEST** IMS 5.C.5	**ESTIMATED TIME** Two 30-minute periods

OBJECTIVE 5 - 2.5.3 Distinguish between fact and myth concerning alcoholic beverages.

INSTRUCTIONAL MATERIALS:

Teacher Pamphlet: Shattering Myths About Drinking, State of Florida Department of Education. (copy available in your media center)
Transparencies 1-11 (masters included)

PROCEDURES:

Use teacher pamphlet "Shattering Myths About Drinking" as background information for accurate information to discuss the following transparencies. Each transparency illustrates a myth. As you show the transparency, give the myth it illustrates and ask the student what he has heard about this. Present the accurate information after discussion.

Transparency 1
Myth - Drinking helps to overcome depression.

Transparency 2
Myth - Drinking can help a shy, inhibited person become outgoing, carefree and bold.

Transparency 3
Myth - Coating the lining of the stomach before drinking will prevent intoxication.

Transparency 4
Myth - Few women become alcoholics.

Transparency 5
Myth - Most alcoholics are skid row bums.

Transparency 6
Myth - Drinking liquor is good for a cold.

Transparency 7
Myth - Alcohol keeps you warm on a cold day.

Transparency 8
Myth - Alcoholic beverages are fattening.

Transparency 9
Myth - Switching drinks will make you drunk faster than if you drink one type of alcoholic beverage.

OBJECTIVE 5 - 2.5.3

Transparency 10
  Myth - If a person sticks to beer, he'll never become an alcoholic.

Transparency 11
  Myth - Drinking black coffee is a good way to sober up.

EVALUATION:

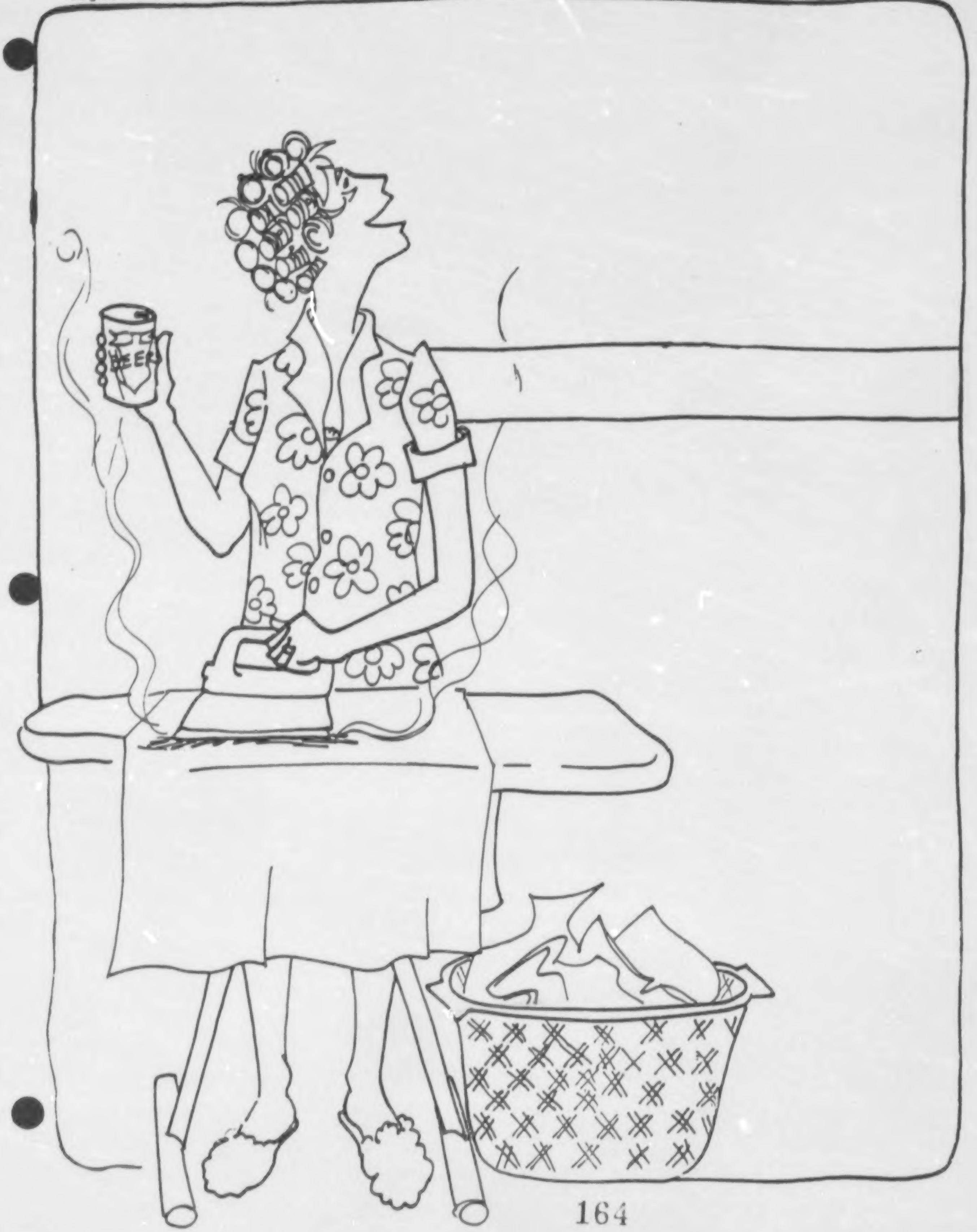
Place a random selection of the transparencies on the overhead and have students write a fact about each one.

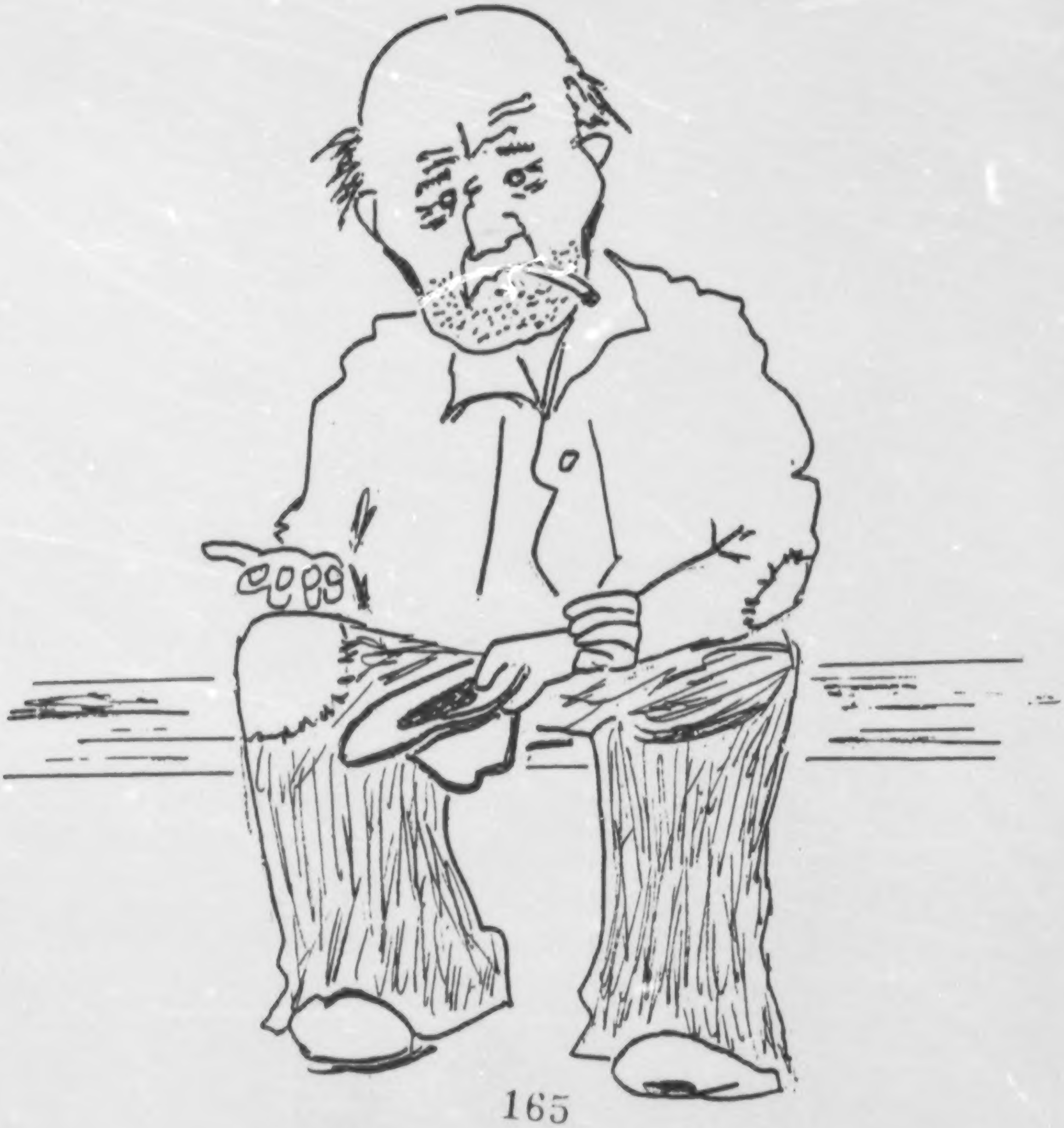
ENRICHMENT/REINFORCEMENT:

Have students make large posters depicting a fact or myth concerning alcohol.

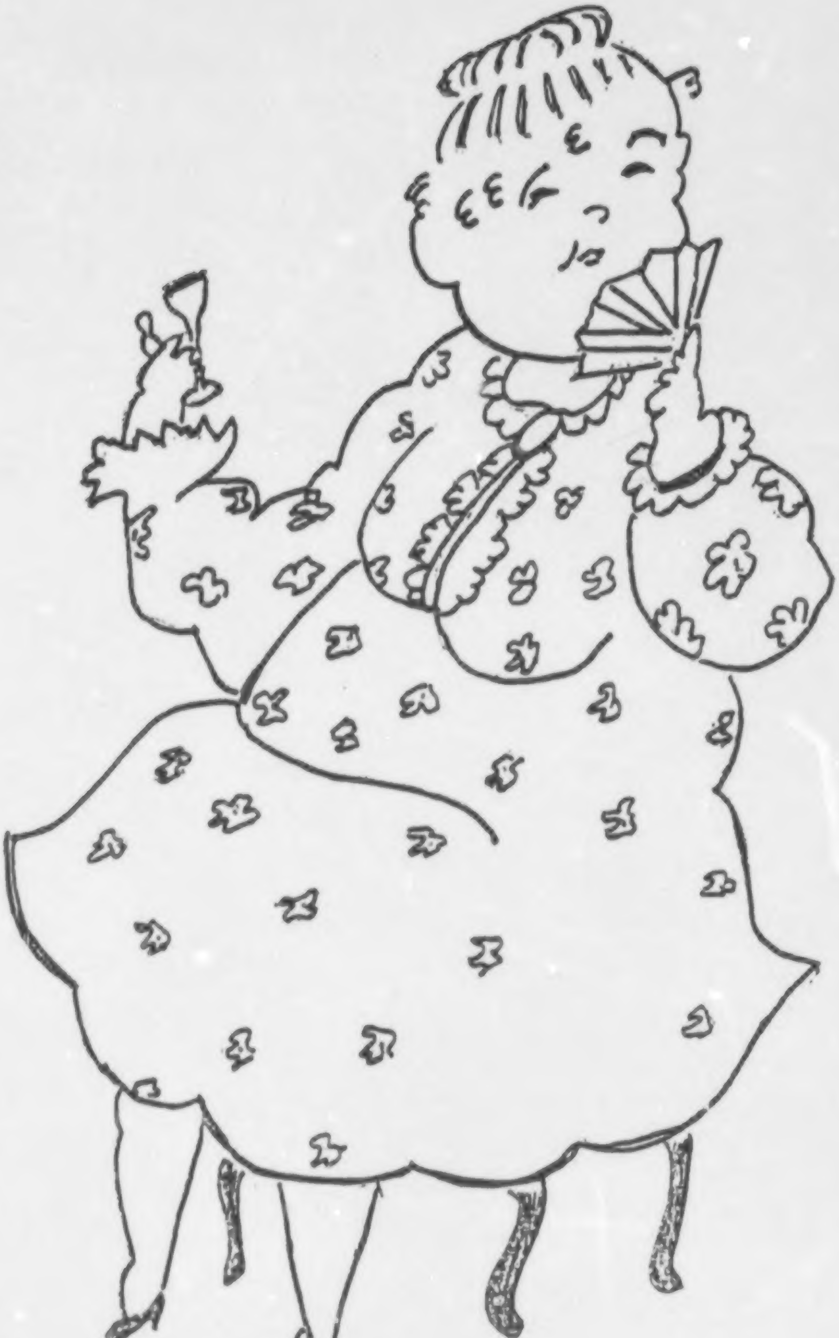
Objective 5 - 2.5.3 Transparency 2

Objective 5 - 2.5.3 Transparency 3

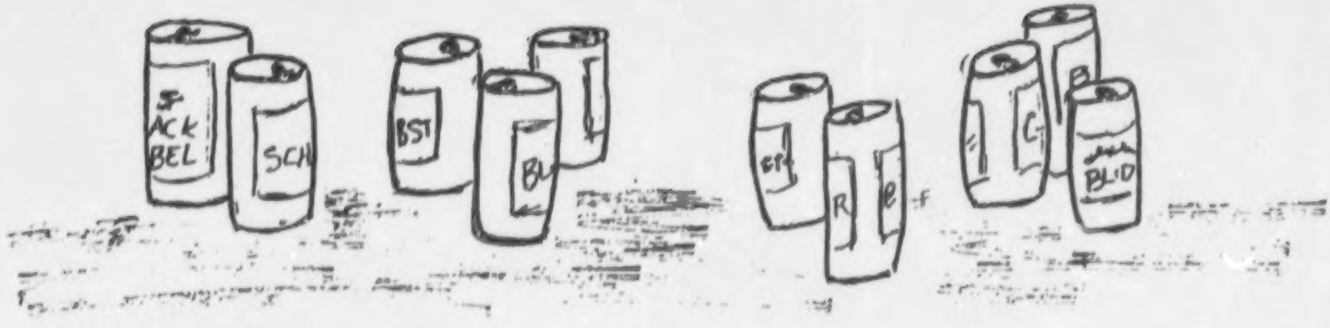

BEER



RAH



Objective 5 - 2.5.3 Transparency 10



Objective 5 - 2.5.3 Transparency 11

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Danger Signs	5.C.2	45 minutes

OBJECTIVE 5 - 2.5.4 Identify the danger signs of a drinking problem.

INSTRUCTIONAL MATERIALS:

Transparency: "Hey Kids, Which One of These People is an Alcoholic?" (master included)
Teacher Pamphlet: Alcohol, Some Questions and Answers, U.S. Department of Health, Education, and Welfare. (copy available in your media center)

PROCEDURES:

In the last few days we have learned that almost three out of four adults in the United States drink alcohol at sometime. Not all of these people abuse alcohol, however, about ten million Americans are alcoholics.

Show transparency, but cover caption on the bottom. Ask students which of these people could have a drinking problem. Allow for discussion and then uncover caption. Point out that only 5 in 100 alcoholics in the United States is on skid row. The remaining alcoholics are from all walks of life with one out of every four being a woman. The percentage of teenagers abusing alcohol is increasing rapidly, probably because alcohol is a "safer" drug in terms of society than marijuana and other drugs.

Researchers do not consider alcoholism an inherited disease nor recognize a specific alcoholic personality, but they do feel that those with a poor self image are likely targets. There is some evidence of a difference in the way alcohol is detoxified by the body and it has a much more direct and potent effect on some drinkers than on others.

Problem drinkers are always able to justify their use of alcohol, to themselves perhaps as much as to others. Alcoholics feel guilty about drinking and try to justify it by saying they drink because they are under pressure from their jobs or from their family, etc.

Have students list some of the danger signs of a drinking problem. The list should include:
  Uses alcohol to face problems
  Frequently drinks to intoxication
  Goes to work intoxicated
  Drives a car while intoxicated
  A person who get's a bodily injury as a result of alcohol
  Comes into contact with the law as a result of drinking
  Does something that would not be done ordinarily

OBJECTIVE 5 - 2.5.4

As you review the list on the board, use the following questions to stimulate discussion.

Could a person have only one of these warning signs and still have a drinking problem?

What other problems could result from the dangers listed?

How do you think a person feels once the alcohol wears off?

EVALUATION:

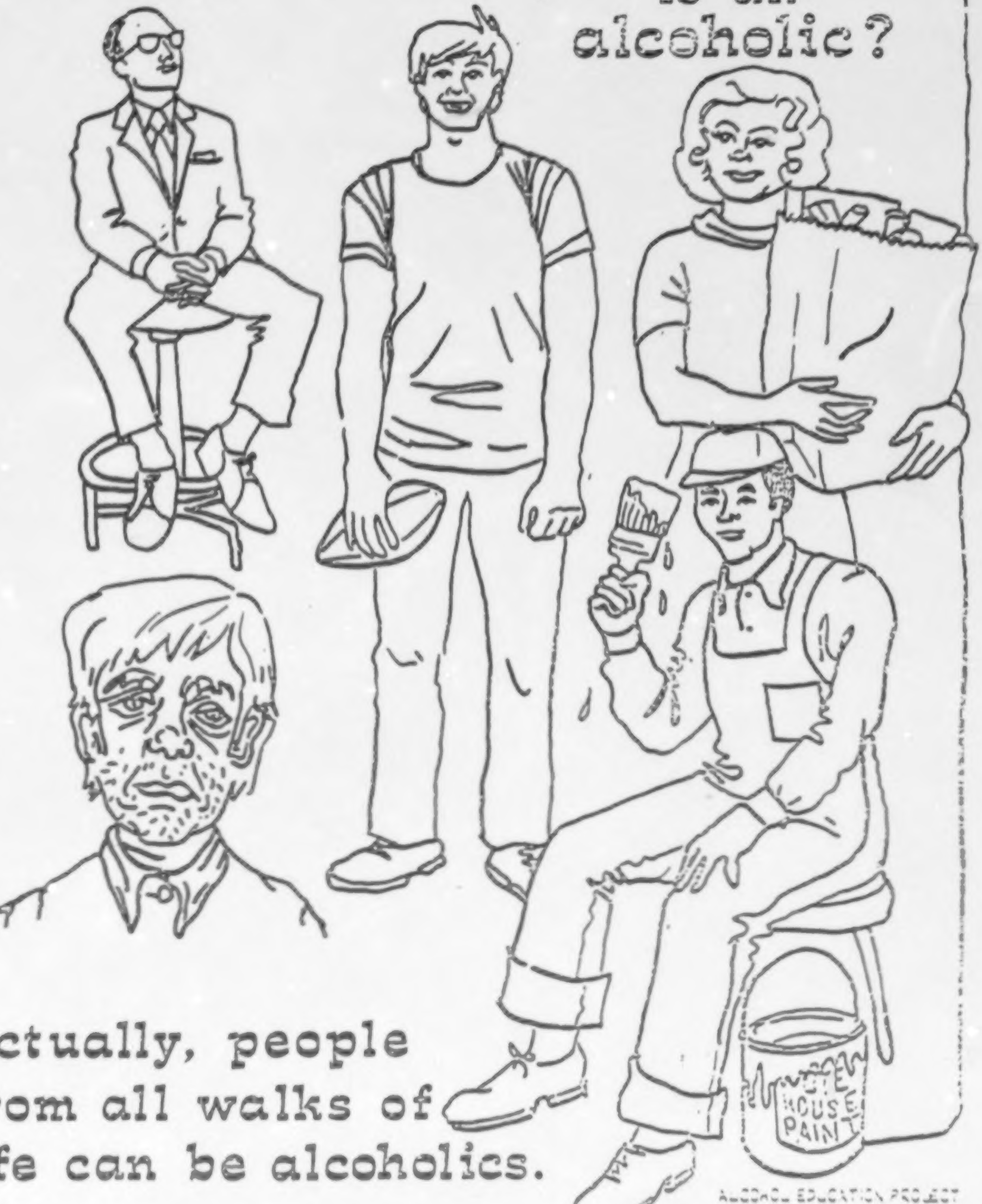
Have students list the seven signs of a drinking problem.

ENRICHMENT/REINFORCEMENT:

Research to find diseases that are the result of a continuous drinking problem?

Objective 5 - 2.5.4 Transparency

HEY KIDS, which one of these people is an alcoholic?



Actually, people from all walks of life can be alcoholics.

ALCOHOL EDUCATION PROJECT
COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Alcoholism/Illness	5.C.9	30 minutes

OBJECTIVE 5 - 2.5.5 Identify alcoholism as an illness.

INSTRUCTIONAL MATERIALS:

"Transparency 1" (master included)
Pamphlets: Alcohol, Some Questions and Answers, U.S. Department of Health, Education, and Welfare.
Al-Anon Fact File, World Service Office of Al-Anon Family Groups.
Alcoholism, Mental Health Board of HRS District IV. (Copies of each pamphlet are available in your media center.)

PROCEDURES:

We have learned that alcoholism is a treatable disease. Some people are much more likely to develop into alcoholics than others.

Transparency 1
A person needs love and understanding when ill.
What are some ways you care for members of your family when they are ill?
How has the public's attitude changed over the years towards a person with a drinking problem?

For many people the only way to handle alcohol is not to drink at all. Alcoholics Anonymous is made up entirely of people who know they cannot drink again, even in moderation. Members of this organization are very helpful to anyone who has an alcohol problem which he cannot control by himself. Also, there are hospitals which help the alcoholic break his drinking patterns and learn different ways to handle his problems.

The mental and physical health of the alcoholic's family is affected as well as the alcoholic. Al-Anon and Alateen are organizations designed to help families deal with their problems.

EVALUATION:

Have students write a statement which compares the attitude society had toward alcohol in previous years as compared to today.

OBJECTIVE 5 - 2.5.5

ENRICHMENT/REINFORCEMENT:

Research to find information concerning organizations and the treatment practices for people with a drinking problem.

Invite a speaker to visit the class to talk about alcohol and the programs designed to help alcoholics and their families. To request a speaker, call the Supervisor, Health Education 390-2131. Guidelines for requesting a speaker are included.

GUIDELINES FOR DRUG EDUCATION SPEAKER'S BUREAU

Function of Speaker's Bureau:

A. To supply speakers:

1. who are able to present accurate drug information to the student body.
2. knowledgeable about and supportive of the Health Education Program in the Duval County School System.
3. who will present facts about drugs in their specific areas of expertise.

(Law, Socio-Cultural, Psychological, Medical, and Pharmacological)

B. Competent Speakers will be available for:

1. Fifth grade level -- keyed to objective 2.5
2. Sixth grade level -- keyed to objective 2.1
3. Junior high school level
4. Senior high school level
5. Community organizations
6. P.T.A. programs

C. In requesting a speaker, the following information will be needed:

1. Type of speaker (Panelist, Group Leader, Film Discussion Leader or Individual Speaker).
2. The objective to which the speaker will address himself.
3. The topic to be covered.
4. Date, time, and place.
5. Request for speakers may be made between 8 a.m. and 4 p.m., Monday through Friday by calling the Supervisor, Health Education (390-2131).
6. Requests must be received no later than two weeks before scheduled engagements and must be approved by the principal.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Use/Misuse	5.C.8	Two 45-minute periods

OBJECTIVE 5 - 2.5.6 Identify steps in making responsible decisions concerning use/misuse of alcohol.

INSTRUCTIONAL MATERIALS:

Pamphlet: The Way To Go, Kemper Insurance Company (copy available in your media center)
Film: Trying Times, Duval County School Board Film Library
Posttest (Master included, make a copy for each student.)

PROCEDURES:

Today we come to the most important question of our entire unit. What will you decide about alcohol?

We will watch a film in which someone nearly your age has some big decisions to make. It is the story of Meg who arrives in the city for a visit with her cousin Julie.

Show the film. After viewing, ask the following questions:
Did you like any of the characters? Why?
Did you dislike anyone? Why?
Were you ever afraid for Meg? When?
What reasons were there to make Meg do as Julie said?
If you were Meg, what would you do next?

Now let's think ahead a few years to the time when you are old enough to make your own decisions about alcohol. How old will you be?
That's right, at age 19 you will be able to make that decision. Of course, with adult privileges come some adult responsibilities. That means YOU, not your parents, will be accountable for how you drive a car, how you obey the laws, how you use your new freedoms.

What have we learned in this unit about drinking and driving? You will be faced with many decisions about drinking and driving not just whether or not you will do it.
How about another driver? Will you ride with him?
Will you be able to recognize the driving pattern of a person who is under sedation from alcohol?

We need to talk about another risk, the one each person takes if he decides that he will become a moderate user of alcohol. Of course, that is the risk of becoming an alcoholic.

OBJECTIVE 5 - 2.5.6

Before we stop for today, there is one other choice we need to explore How about the decision NOT TO DRINK AT ALL?

Do you think this is the best choice?
What other drinks might you choose if you decide not to use alcohol?
What other activities can you think of that could make you feel relaxed and happy?

EVALUATION:

Administer the posttest for the entire unit. Have students circle the word Posttest.

A Certificate of Completion is available from the State Department of Education for pupils who score 80 percent or better, provided you have used the county materials. Send the list of names to:

Health Education
School Board Administration Building
1701 Prudential Drive
Third Floor

ENRICHMENT/REINFORCEMENT:

Bring to class advertisements from magazines, newspapers, and other media concerning the use/nonuse of alcoholic beverages. Discuss and display articles.

Post test Answer Key

1. C
2. B
3. B
4. E
5. D
6. D
7. B
8. B
9. C
10. T
11. F
12. F
13. T
14. T
15. F
16. F
17. F
18. T
19. F
20. T

OBJECTIVE 5 - 2.5.6

Pupil's Name ____________ Score ____________ Pretest
Posttest

ALCOHOL EDUCATION UNIT

DIRECTIONS: Draw a circle around the best answer to each question.

1. It is illegal for persons in Florida to buy alcoholic beverages unless they are (a) over 21 (b) over 16 (c) over 19
2. Alcohol in the blood affects a driver by (a) pepping him up (b) slowing his reaction time (c) making him more cautious
3. In the United States, alcoholic beverages are consumed by (a) less than half the adults (b) nearly 3 out of 4 adults (c) only 1 out of 4 adults
4. How rapidly a person becomes a drunk depends on (a) what he drinks (b) how long between drinks (c) whether he has eaten (d) his size (e) all of these
5. Beverage alcohol is a good home remedy for (a) a cold (b) snakebite (c) depression (d) none of these (e) all of these
6. You can only become an alcoholic by drinking (a) hard liquor (b) wine (c) beer (d) any alcoholic beverage
7. The best description of alcoholism is that it is (a) a weakness (b) an illness (c) a crime (d) not much of a problem
8. In auto accidents in which someone is killed, alcohol is a factor in (a) about 1 in 10 (b) more than half (c) about 1 in 5
9. A person who has been drinking can sober up by (a) drinking black coffee (b) taking a cold shower (c) letting time pass
10. The same amount of alcohol can affect two people in different ways. T F
11. A person who abuses alcohol does not affect anyone but himself. T F
12. Alcohol will help keep you warm on a cold day. T F
13. Most alcoholics suffer from poor nutrition. T F
14. Alcohol is the most widely abused drug in American T F
15. Beer will not make you as drunk as other alcoholic beverages. T F

OBJECTIVE 5 - 2.5.6

ALCOHOL EDUCATION UNIT

Pretest Posttest   Pretest Posttest

16. An alcoholic who undergoes treatment can learn to drink again in moderation. T F

17. Most alcoholics do not let their drinking interfere with their jobs. T F

18. Some people are much more likely to become alcoholics than others. T F

19. If we made it against the law to sell alcohol in the United States we could solve the alcohol abuse problem. T F

20. It is extremely dangerous for a person who is taking sleeping pills or tranquilizers to also drink alcohol. T F

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-1.1	The human body is well-adapted to carry on life functions.	2-3	Health Test	Julius B. Richmond, et al, You and Your Health: 5, (Glenview, Illinois: Scott, Foresman and Company, 1981). pp. 41-78, 87-111, 119-152, 161-190, 201-228. Julius B. Richmond, et al, You and Your Health: 5, (Glenview, Illinois: Scott, Foresman and Company, 1977). pp. 38-83, 84-115, 116-157, 158-197, 198-233. James P. Barufaldi, Heath Science: 5 (Lexington, Massachusettes, D.C. Heath and Company, 1981) pp. 47, 48-49, 289-309, 325.	TEXTBOOKS Julius B. Richmond, et al, Health and Growth; 5 (Glenview, Illinois: Scott, Foresman and Company, 1971) pp. 8-27, 32-65, 72-92, 98-130, 178-213, 234-242. PAMPHLETS The Circulatory System, American Heart Association.** Your Heart and How It Works, American Heart Association.** Heart Puzzles, N.E. Florida Heart Association.** The Story of Blood, American Red Cross.** About Your Heart and Your Bloodstream, American Heart Association.**

*Duval County School Board Film Library + Health Education Supervisor

**School Media Center

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-1.1	The human body is well adapted to carry on life functions.	2-3 weeks	Health Test		How the Doctor Examines Your Heart, American Heart Association.** TRANSPARENCIES 3M Company, School Health Education Study, Concept 1, Level II-A.** KITS A.J. Nystrom, Supermachine Health Program.** Troll Associates, I Can Read About My Own Body.+ National Dairy Council, Nutrition with Nelson.+

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-1.1	The human body is well adapted to carry on life functions.	2-3 weeks	Health Test		American Cancer Society, Health Networks, Health News.** Nystrom, The Eye Cassette Program.+ Nystrom, The Ear Cassette Program.+ TEACHING PACKETS National Society for the Prevention of Blindness, The Magic of Sight.** FILMSTRIPS SVE, The Human Body. SVE, The Nutrition Connection.**

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-1.1	The human body is well-adapted to carry on life functions.	2-3 weeks	Health Test		Guidance Associates, Your Body and How To Care For It. "Skin and Hair: Part I, II." "Ears" Part I, II." Educational Activities, Alcohol and Children.** AIMS, A Sense of Yourself.+ FILMS Healthy Skin.* Learning About Your Nose.* Mechanics of Life Series:* "Blood and Circulation." "Bones and Joints." "Breathing and Respiration." "Muscle Movement."

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Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-1.1	The human body is well-adapted to carry on life functions.	2-3 weeks	Health Test		Walt Disney Series.* "You and Your Eyes." "You and Your Ears." "You and Your Sense of Smell/Taste." "You and Your Sense of Touch." "You the Human Animal." Second Heart. FIELD TRIPS Jacksonville Museum of Arts and Sciences - Health Exhibit.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.1	Families differ widely in their characteristics.	2-3 weeks	Health Test	Richmond, (5, 1981), pp. 8-37. Richmond, (5, 1977), pp. 17-28.	TEXTBOOKS Richmond, (5, 1971), pp. 243-258. PAMPHLETS What Did You Have For Breakfast This Morning?, Dairy and Food Nutrition Council.** TRANSPARENCIES 3M Company, School Health Education Study, Concept 6, Level II-B. KITS American Guidance Services, DUSO-2, Unit IV, "Personal Responsibility.+

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.1	Families differ widely in their characteristics.	2-3 weeks	Health Test		FILMSTRIPS Guidance Associates, Why People Eat What They Do.+ FILMS What Color Are You?* Families Get Angry.* Must I? - May I?* Brothers and Sisters.*

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.2	Certain personal health practices are basic to potential development.	2-3 weeks	Health Test	Richmond, (5, 1981), pp. 49, 83, 58, 101 101-103, 105-107, 111, 147-149, 163-166, 234-265. Richmond, (5, 1977), pp. 49, 83, 58, 101-103, 105-107, 115, 147-149, 161-166, 183-187, 5, 224--25, 234-265. Barufaldi, (5, 1981), pp. 325, 331.	PAMPHLETS Professor Ludwig Von Drake's IQ., N.E. Florida Society for Preventions of Blindness.** Charlie Brown Detective, N.E. Florida Society for Prevention of Blindness.** Your Teeth and What They Do, American Dental Association.**

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.2	Certain personal health practices are basic to potential development.	2-3 weeks	Health Test		Cleaning Your Teeth and Gums, American Dental Association.** Diet and Dental Health, American Dental Association.** FILMSTRIPS Guidance Associates, Your Body and How You Care For It. "Skin and Hair: Part I, II." "Ears: Part I, II." Marsh, There's A New You Coming., Coronet, Pedal Power. TRANSPARENCIES 3M Company, School Health Education Study, Concept I, Level I-A. KITS Bausch and Lomb, Inc. Seeing Is Believing.** National Society for the Prevention of Blindness, The Magic of Sight.**

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.2	Certain personal health practices are basic to potential development.	2-3 weeks	Health Test		National Society for the Prevention of Blindness, The Eyes Have It.** Dental Society, Learning About Oral Hygiene, Level II: 4-6.** FILMS Health: Personal*. Cleanliness.* Save These Teeth.* Our Wonderful Body: How We Keep Fit.* Billy The Clean.* See Better: Healthy Eyes.* Naturally a Girl.* Story of Menstruation.* The Strange Ones.* Boys Aware.*

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.3	A well balanced diet is basic to potential development.	2-3 weeks	Health Test	Richmond, (5, 1981), pp. 158-197. Richmond, (5, 1977), pp. 160-197. Barifaldi, (5, 1981), pp. 314-320 .	TEXTBOOKS Richmond, (5, 1971), pp. 136-174. PAMPHLETS Diet and Dental Health, Dairy and Food Nutrition Council.** The Four Foods Groups. National Dairy Council.** How Your Body Uses Food, National Dairy Council.** The Great Vitamin Mystery, National Dairy Council.** TRANSPARENCIES 3M Company, School Health Education Study, Concept 10, Level II.+

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.3	A well balanced diet is basic to potential development.	2-3 weeks	Health Test		KITS Dairy and Food, Nutrition Council, Nutrition With Nelson. POSTERS Dairy and Food Nutrition Council, Comparison Cards. FILMSTRIPS SVE, The Nutrition Connection. Educational Activities, Nutrition For You. FILMS Nutritional Needs of our Bodies.* The Color of Health.* Exploring Your Growth.* SPEAKERS Sandra Beck, Health Educator Duval County Health Department.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.4	The choices of the consumer will affect his/her potential development.	2-3 weeks	Health Test	Richmond, (5, 1981), pp. 101, 111, 163, 189, 249-261. Richmond, (5, 1977), pp. 101, 111, 163, 189, 249-261.	TEXTBOOKS Richmond, (5, 1971), pp. 29, 169-173, 207-210, 244 PAMPHLETS Cancer Quackery, American Cancer Society.** ACTIVITY SHEETS Consumer's Choice, Hubbard. Madison Avenue, Hubbard. TRANSPARENCIES 3M Company, School Health Education Study, Concept 8, Level II.** KITS Osceola County School District, Project SCAT.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.4	The choices of the consumer will affect his/her potential development.	2-3 weeks	Health Test		FILMS Buy and Buy.* Drugs and Medicines: What Is Misuse.* Alcohol Use and Abuse.*

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.5	Knowledge of alcohol's affect on physical, mental, and social health is necessary in today's society.	2-3 weeks	Health Test	Richmond, (5, 1981), pp. 252-254. Barifaldi, (5, 1981), pp. 332-333.	PAMPHLETS Shattering Myths About Drinking, State of Florida Department of Education.** Alcohol, Same Questions and Answers, U.S. Department of HEW.** Al-Anon Fact File, World Service Office of Al-Anon Family Groups.** Alcoholism, Health Board of HRS, District IV.** The Way To Go, Kemper Insurance Company.** How Alcohol Affects, the Body-"Flying High."**

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
5-2.5	Knowledge of alcohol's affect on physical, mental and social health is necessary in today's society.	2-3 weeks	Health Test		FILMSTRIPS Educational Activities, Inc., Alcohol and Children.** Walt Disney Educational Media Co., Understanding Alcohol Use and Abuse. FILMS Alcohol, Our #1 Drug.* Trying Times.* Alcohol Use and Abuse.*

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